



# College and Career Readiness: The Instructional Advances

## Welcome!

Gisella Aitken-Shadle, Martha Bell, Teresa Cooley-Daniel, Marcela Hermosillo-Tarin, Randa Nasereddin, Robin Rekemeyer, Karinne O’Ram, & Jayne Smith

*Produced under U.S. Department of Education  
Contract No. ED-VAE-13-C-0066, with StandardsWork, Inc*

2016



# In the next 90 minutes, we will provide:

- Opportunities for you to delve into the contents of the college and career readiness (CCR) standards and their implications for adult education.
- Practical information (methods and materials) about the key advances in instruction and curriculum that the CCR standards demand.
- Ready-to-use training materials in mathematics and literacy that will enable you to replicate institute activities with adult educators in your state.
- Access to committed groups of adult educators with whom you can share learning experiences and materials.



# Process That Led to the CCR Standards for Adult Education

OCTAE created a deliberative, multilayered process:

- Convened two review panels—one in math and one in English language arts/literacy (ELA/literacy)—with a wide cross-section of experience and expertise.
- Used Common Core State Standards as the basis of the discussions (CCSS).
- Gathered feedback from colleagues around the nation and the lead CCSS writers.
- Established an evidence-based process.



# Evidence

1. ACT, Inc. 2009. *ACT National Curriculum Survey 2009*. Iowa City, IA: Author;
2. Conley, David T., Kathryn V. Drummond, Alicia de Gonzalez, Jennifer Rooseboom, and Odile Stout. 2011. *Reaching the Goal: The Applicability and Importance of the Common Core State Standards to College and Career Readiness*. Eugene, OR: Educational Policy Improvement Center (EPIC).
3. The American Mathematical Association of Two-Year Colleges (AMATYC). 1995. *Crossroads in Mathematics: Standards for Introductory College Mathematics Before Calculus*. Memphis, TN: Author.



## Evidence, cont'd.

4. Casner-Lotto, Jill, and Linda Barrington. 2006. *Are They Really Ready to Work?: Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*. The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and Society for Human Resource Management.
5. ACT, Inc. 2011. *ACT COMPASS* Accessed November 30, 2011. <http://www.act.org/compass/>. American Council on Education.
6. *New GED® Test*. Accessed November 30, 2011. [http://www.acenet.edu/AM/Template.cfm?Section=GED\\_TS](http://www.acenet.edu/AM/Template.cfm?Section=GED_TS). The College Board. 2011.
7. *ACCUPLACER*. Accessed November 30, 2011. <http://professionals.collegeboard.com/higher-ed/placement/accuplacer>.



# Three Questions Guided the Review

1. Using evidence, what CCSS content in the area of ELA/literacy is *relevant* to preparing adult students for success in higher education and training programs?
2. Using evidence, what CCSS content in the area of mathematics is *relevant* to preparing adult students for success in higher education and training programs?
3. Using evidence, which standards in each content area are *most important* for adult students?



# What Did the Evidence Tell Us in ELA/Literacy?

It told us to select standards that accentuate:

- The content of the grades 9-10 standards *but* ensure texts students are reading are at college and career readiness levels.
- Informational texts.
- Expository writing.



# What Did the Evidence Tell Us in Mathematics?

It told us to select standards that:

- Supply students with solid *conceptual understanding* and show mathematics as more than just a set of procedures.
- Call for *speed and accuracy in calculations* using all number systems.
- Teach students how to *apply appropriate concepts and procedures*, even when not prompted, and in content areas outside of mathematics.



# CCR Standards Organized for Adult Education Systems

- Panelists bundled the selected standards into five grade-level groupings to more closely reflect adult education levels of learning:
  - ELA/Literacy - A (K–1), B (2–3), C (4–5), D (6–8), and E (9–12)
  - Math - A (K–1), B (2–3), C (4–5 +6), D (6+ 7–8), and E (9–12)
- Standards were omitted primarily when they were too specific, redundant, included by other standards, or handled sufficiently in an earlier level.



# What the CCR Standards for Adult Education Are and Are Not!

- They are *not* an order in which standards are to be taught.
- They are *not* directions about how instructors should teach.
- They are *not* a full spectrum of support and interventions for students.
- They are *not* a curriculum, so states and programs will need to complement them with high-quality curricula.
- They are *not* a definition of all that it takes to prepare students for college and careers (e.g., they do not include habits of mind).
- They are *not* a national or federal set of mandates.



They are...

A model set of evidence-based CCR standards for use by state and local adult education programs!



# Benefits of CCR Standards

- Consistent expectations between K–12 and adult education systems so all students will have access to the preparation they need for college and career readiness.
- Partnerships between and among states and programs to create common tools and materials to support implementation, including:
  - Formative and summative assessments
  - Instructional materials
  - Teacher preparation and professional development opportunities



# College and Career Readiness Standards for Adult Education

Susan Pimentel  
2013





# CCR Standards in ELA/Literacy



# Key Advances Prompted by the CCR Standards for Adult Education

1. **Complexity:** Regular practice with complex text (and its academic language)
2. **Evidence:** Reading, writing, and speaking grounded in evidence from text
3. **Knowledge:** Building knowledge through content-rich informational texts



# ELA/Literacy Advance One

---

Regular Practice With Complex Text  
(and Its Academic Language)



# Regular Practice With Complex Text

- Rather than focusing solely on how students read, the standards also focus on the complexity of texts read by students.
- Standards include a staircase of increasing text complexity for students to read independently and proficiently.
- Closely related and inextricably related to reading comprehension is a focus on academic vocabulary—language common to complex texts across the disciplines of literature, science, history, and the arts.



# ELA/Literacy Advance Two

---

Reading, Writing, and Speaking  
Grounded in Evidence From Text



# Reading, Writing, and Speaking Grounded in Evidence From Text

- In reading, the focus is on students' ability to cite evidence from texts to present careful analyses, well-defended claims, and clear information.
- In writing, the focus is on analyzing sources and conducting research.
- In speaking and listening, the focus is on students contributing accurate, relevant information about a multitude of ideas they have studied or researched.



# ELA/Literacy Advance Three

---

Building Knowledge Through  
Content-Rich Nonfiction



# Building Knowledge Through Content-Rich Nonfiction

- Standards focus on literacy across the disciplines of science, social studies, and technical subjects.
- Standards also focus on informational texts.



# Three Advances Boil Down to. . .

---

- Texts worth reading!
- Questions worth answering!
- Work worth doing!



# CCR Standards in Mathematics



# Three Key Advances Prompted by the CCR Standards

1. **Focus:** Focus strongly where the CCR standards focus.
2. **Coherence:** Design learning around coherent progressions level to level.
3. **Rigor:** Pursue conceptual understanding, procedural skill and fluency, and application—all with equal intensity.



# Mathematics Advance One

---

Focus Strongly Where the  
CCR Standards Focus



# Focus Strongly Where the CCR Standards Focus

- Like high-performing nations do, we need to significantly narrow the scope of content at each level so that students can focus their time and energy and deepen their understanding.
- By focusing deeply on what is emphasized in the standards, students gain strong mathematical foundations.
- Identifying concepts that support the major concepts of the level creates a coherent flow of knowledge and skills within the level.



# Mathematics Advance Two

Design Learning Around Coherent  
Progressions Level to Level



# Designing Learning Around Coherent Progressions Level to Level

- Coherence allows students to demonstrate new understanding built on foundations from previous study.
- Coherence prevents standards (and instruction) from being a list of isolated topics.
- Coherence means that each standard is not a new event, but an extension of previous learning, so less time needs to be spent on re-teaching.
- Substantively, this means understanding numbers and their properties, then progressing to expressions and equations and finally to algebraic thinking.



# Mathematics Advance Three

Pursue Conceptual Understanding,  
Procedural Skill and Fluency, and  
Application—All With Equal Intensity



# Conceptual Understanding, Procedural Skill and Fluency, and Application

- A proper mix means students know “how to get the answer”; they can generalize and apply concepts from several perspectives.
- It means students can perform calculations with speed and accuracy (fluency) so they are able to access more complex concepts and procedures.
- When students have the ability to use math flexibly, they are then able to apply their knowledge to a wide variety of problems.



# Standards for Mathematical Practice

- MP.1** Make sense of problems and persevere in solving them.
- MP.2** Reason abstractly and quantitatively.
- MP.3** Construct viable arguments and critique the reasoning of others.
- MP.4** Model with mathematics.
- MP.5** Use appropriate tools strategically.
- MP.6** Attend to precision.
- MP.7** Look for and make use of structure.
- MP.8** Look for and express regularity in repeated reasoning.



# So, How Are States Using the CCR Standards for Adult Education?

In a variety of ways! Some are...

- Adopting the CCR standards outright.
- Adopting the CCR standards and then adding in other content.
- Putting the CCR standards in their own words, but ensuring the key advances are represented.
- Strengthening existing state standards to ensure the key advances are represented.
- Adopting the CCSS standards and “tagging” as priorities the CCR content.



# Day #1 Agenda: Concurrent Sessions

## In Mathematics:

- Focusing on the Major Work of Each Level
- Integrating Mathematical Practices Into Lessons
- Engaging the Three Components of Rigor

## In ELA/Literacy:

- Connecting CCR Standards to the Key Advances
- Selecting Texts Worth Reading
- Identifying Questions Worth Answering



# Expert Coaches at Your Service!

- These are individuals who know the CCR standards, training materials, and activities well.
- They all have been involved in implementing CCR standards in adult education programs.

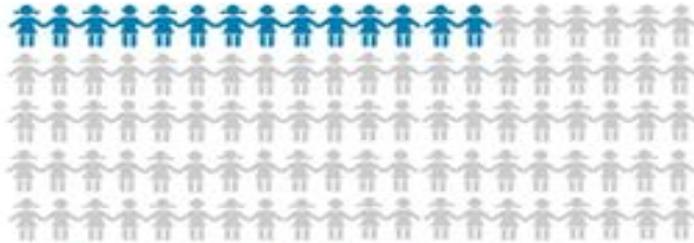


# Questions & Comments



# Make Implementation Happen!

## No Implementation Team

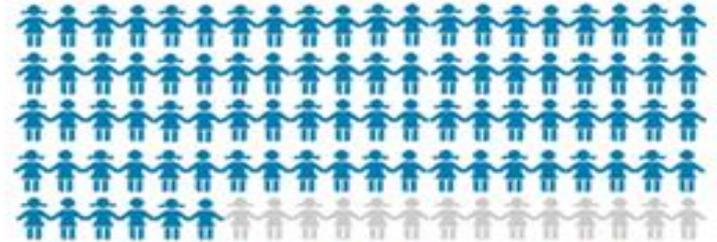


From "Letting it Happen"

14%  
17  
Years

Improvement in  
Intervention Outcomes

## Implementation Team



To "Making it Happen"

80%  
3 Years

Sources:  
Fixsen, Blase, Timbers, & Wolf, 2001  
Balas & Boren, 2000  
Green & Seifert, 2005



# CCR Standards-in-Action Training Modules

Training and materials will be posted on LINCS that build on the foundational units and show adult educators how to:

- Evaluate the alignment of current curriculum resources to CCR standards.
- Modify those resources for the classroom so they better align to CCR standards.
- Evaluate the alignment of student assignments and create lessons better aligned to CCR standards through the lesson study process.
- Observe CCR standards in classrooms to target areas of strength and challenges and design effective PD.



# Breakout Sessions