How does a student know if he/she is “College & Career Ready”?

How do students demonstrate career readiness in the classroom?

What are some ways to assess these practices?

What do other schools do for career ready best practices?

In this session, you will hear answers to these questions from several schools around the state.

Attendees will also learn how to implement ideas for career readiness with their students and teachers.
CCDA
CAREER CURRICULUM
DEVELOPMENT ASSOCIATION
The purpose of the CCDA is to:

• To be an *aligned/cooperative partner* of the Michigan CEPD Council

• To *provide input and feedback* to the Michigan Department of Education (MDE) Office of Career and Technical Education (OCTE) in the design, development, implementation, assessment, and improvement of CTE curriculum

• To *support* professional and staff development activities that advance the design, content, delivery and quality of Career and Technical Education

• To *enhance* the understanding and cooperation between General and Career and Technical Education through the alignment and delivery of academic content leading to academic credits

• To *advance* Career and Technical Education at the local, state and national levels
The purpose of the CCDA is to:

• To foster an understanding, cooperation, and alignment between Secondary and Post-Secondary Career and Technical Education

• To advance cooperation between Career and Technical Education, professional organizations with similar goals, business, industry and government through responsive curriculum leadership

• To support teacher education programs for the improvement of Career and Technical Education

• To promote and encourage curriculum research in Career and Technical Education
WHAT DOES THE STATE OF MICHIGAN MEAN BY “COLLEGE AND CAREER READINESS”?

• STUDENTS THAT ARE CAREER- AND COLLEGE- READY: USE TECHNOLOGY AND TOOLS STRATEGICALLY IN LEARNING AND COMMUNICATING USE ARGUMENT AND REASONING TO DO RESEARCH, CONSTRUCT ARGUMENTS, AND CRITIQUE THE REASONING OF OTHERS COMMUNICATE AND COLLABORATE EFFECTIVELY WITH A VARIETY OF AUDIENCES SOLVE PROBLEMS, CONSTRUCT EXPLANATIONS AND DESIGN SOLUTIONS.
WHAT DOES ACT MEAN BY “COLLEGE AND CAREER READINESS”?

• THE ACQUISITION OF THE KNOWLEDGE AND SKILLS A STUDENT NEEDS TO ENROLL AND SUCCEED IN CREDIT-BEARING FIRST-YEAR COURSES AT A POSTSECONDARY INSTITUTION (SUCH AS A TWO- OR FOUR-YEAR COLLEGE, TRADE SCHOOL, OR TECHNICAL SCHOOL) WITHOUT THE NEED FOR REMEDIATION.

• EMPIRICALLY DERIVED, ACT’S COLLEGE READINESS BENCHMARKS ARE THE MINIMUM SCORES NEEDED ON THE ACT SUBJECT AREA TESTS TO INDICATE A 50% CHANCE OF OBTAINING A B OR HIGHER OR ABOUT A 75% CHANCE OF OBTAINING A C OR HIGHER IN CORRESPONDING FIRST-YEAR CREDIT-BEARING COLLEGE COURSES.
WHAT DOES ACHIEVE MEAN BY “COLLEGE AND CAREER READINESS”?

• FROM AN ACADEMIC PERSPECTIVE, COLLEGE AND CAREER READINESS MEANS THAT A HIGH SCHOOL GRADUATE HAS THE KNOWLEDGE AND SKILLS IN ENGLISH AND MATHEMATICS NECESSARY TO QUALIFY FOR AND SUCCEED IN ENTRY-LEVEL, CREDIT-BEARING POSTSECONDARY COURSEWORK WITHOUT THE NEED FOR REMEDIATION.

• TO BE COLLEGE- AND CAREER-READY, HIGH SCHOOL GRADUATES MUST HAVE STUDIED A RIGOROUS AND BROAD CURRICULUM, GROUNDED IN THE CORE ACADEMIC DISCIPLINES, BUT ALSO CONSISTING OF OTHER SUBJECTS THAT ARE PART OF A WELL-ROUNDED EDUCATION. ACADEMIC PREPARATION ALONE IS NOT ENOUGH TO ENSURE POSTSECONDARY READINESS BUT IT IS CLEAR THAT IT IS AN ESSENTIAL PART OF READINESS FOR COLLEGE, CAREERS, AND LIFE IN THE 21ST CENTURY.
WHAT DOES THE OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION MEAN BY "COLLEGE AND CAREER READINESS"?

• A COLLEGE READY STUDENT IS AN ACADEMICALLY PREPARED STUDENT, READY FOR POST-SECONDARY EDUCATION OR TRAINING WITHOUT THE NEED FOR REMEDIAL COURSEWORK. WHETHER YOU ARE PURSuing A FOUR-YEAR DEGREE OR STUDYING FOR A SKILLED TRADE LICENSE, BEING READY MEANS HAVING THE READING, WRITING, MATHEMATICS, SOCIAL, AND COGNITIVE SKILLS TO QUALIFY FOR AND SUCCEED IN THE ACADEMIC PROGRAM OF YOUR CHOICE.
WHAT DOES THE AMERICAN SCHOOL COUNSELOR ASSOCIATION MEAN BY “COLLEGE AND CAREER READINESS”?

• A CAREER READY STUDENT POSSESSES BOTH THE NECESSARY KNOWLEDGE AND TECHNICAL SKILLS NEEDED FOR EMPLOYMENT IN THEIR DESIRED CAREER FIELD. FOR EXAMPLE, A STUDENT WHO IS READY TO BECOME A TEACHER NOT ONLY POSSESSES KNOWLEDGE OF EDUCATION POLICY, BUT ALSO POSSESSES ALL REQUIRED CERTIFICATIONS REQUIRED TO BECOME A TEACHER.
Different Types of Readiness

• **College ready** = Is prepared with skills necessary to succeed in entry-level general education courses

• **Career ready** = Possesses key content knowledge and key learning skills and techniques sufficient to begin studies in a career pathway

• **Job ready** = Possesses specific training necessary to begin an entry-level position

• **Work ready** = Meets basic expectations regarding workplace behavior and demeanor
Soft Skills Are Not Only the Hardest to Evaluate, but Also the Most Critical

"Any other people skills, besides 400 Facebook friends?"
A3
ANYONE
ANYTIME
ANYPLACE

Team Player
Effective Communicator
Responsible
Strong Work Ethic
Initiative
Good Judgment
Problem Solver
Integrity
Positive Attitude
Social Skills
ACTIVITY

• In small groups, you will receive one of the “A3” competencies.

• Discuss how you would teach this competency to a student for the first time.

GO!
ACTIVITY cont.

• TALK OVER, HOW YOU WOULD ASSESS THE STUDENT’S ABILITY TO PERFORM THE COMPETENCY?

   GO!
GALLERY WALK

- Walk around the room and place one colored dot on each poster next to the topic/idea you would like to learn more about.
GROUP SHARE-OUT

• EACH GROUP WILL BE ASKED TO SHARE THEIR DISCUSSION ON THEIR GROUP’S NUMBER ONE VOTED TOPIC/IDEA.
Other Options

• THE “A” GAME

• WORK-ETHIC DIPLOMA

• EMPLOYABILITY RUBRIC EXAMPLE

• P.A.I.D. RUBRIC

• ASCA MINDSETS & BEHAVIORS TOOL

• EATON RESA RUBRIC

• http://www.mitalent.org/elearning-soft-skills-program
A3
ANYONE
ANYTIME
ANYPLACE

Strong Work
Bible
Cooperative
Reputable
Hard worker
Dependable
Dependable
Responsible
Responsible
Capable

Integrity
Loyal
Trusting
Respectful
Compliance
Moral
Ethereal
Trustable
Compressing
Reduce
Character

Personal
Respectful
Viable
Loyal
Viable
Reliable

Responsible
Analytical
Respectful
Reliable
Independent
Leadership

Syntax
Responsible
Loyal
Reliable
Independent

Team Player
Flexible
Work well with others
Resilient
Social Skills
Balance

Effective
Communicator
Literate
Effective social skills
Patient
Interpersonal

Positive
Attitude
Happy
Confident
Eager

Initiative
Motivated
Lively beyond
Compassionate
Helpful
Perseverance

Social Skills
Team Player
Good communicator
Optimistic

Problem
Solver
Solves problems
Quick thinking
Critical thinking

Problem
Sweeter
Solves problems
Quick thinking
Critical thinking

Good
Judgment
Examines the right
Decision
Character

good judgment
Examines the right
Decision
Character

Critical Thinking
Critical thinking
Critical thinking
Critical thinking

Social Skills
Team Player
Good communicator
Optimistic

Education for Employment
www.kresa.org/efe

CCDA
Setting an example is not the main means of influencing others; it is the only means. -- Albert Einstein