

College Readiness Partnership

RECOMMENDATIONS

May 15, 2013

Presented To

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- Morna Foy, President, Wisconsin Technical College System
- Jesse Harness, Commissioner, CESA Statewide Network
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INTRODUCTION AND BACKGROUND

Purpose

The College Readiness Partnership (CRP) was formed to assist states in implementing the Common Core State Standards (CCSS), through building partnerships with PK-12 and Higher Education.

What is the College Readiness Partnership?

- The CRP is a collaborative effort between the American Association of State Colleges and Universities (AASCU), Council of Chief State School Officers (CCSSO), and State Higher Education Executive Officers (SHEEO), funded by Lumina and Hewlett Foundations. And in there is unique voluntary participation by Wisconsin Association of Independent Colleges and Universities (WAICU).
- The goal of the CRP is to *promote effective implementation of the Common Core State Standards in mathematics and English/Language Arts with a focus on enhancing the intersection of PK-12 and Higher Education.*
- Seven states have committed to participate in this partnership: Kentucky, Maine, Massachusetts, Missouri, Oregon, Tennessee, and Wisconsin
- Wisconsin's State Superintendent Evers took the lead in responding to a "Call for Applications," which was accepted. The goal of the CRP is consistent with our state's efforts to ensure every Wisconsin graduate is college and career ready.
- The "Wisconsin CRP Team" consists of representatives from: University of Wisconsin System and UW System Administration, Wisconsin Association of Independent Colleges and Universities, Wisconsin Technical College System, Cooperative Educational Service Agency Statewide Network, and the Department of Public Instruction.
- The initial phase of this work focused on:
 - Exploring how the Common Core State Standards should be implemented to improve college and career readiness for all students;
 - Defining how leaders, PK-12, and higher education, need to work together to improve teaching and learning; and
 - Working to make college and career readiness expectations more transparent and the resulting actions more effective through better alignment of the curriculum, sound student performance assessments, and improved teacher preparation and professional development.
- As a result of this partnership, states will be able to share effective practices and create a policy and process roadmap that can be used to guide the efforts of other states as they work on CCSS implementation.

"College readiness is not the belief that every student will go to college. It is the idea that every student deserves the opportunity to be educated in a way that prepares him or her for college." D. Lopez, 2009.

What are the Common Core State Standards?

As indicated on their website, (<http://www.corestandards.org/about-the-standards>), the Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce.

The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.

The standards are informed by the highest, most effective models from states across the country and countries around the world and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their PK-12 education careers so that they will graduate high school, able to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

“There is a lot of talk these days about the need to boost college and career readiness. But the truth...is that most of the current debate is about college readiness. Too often, career readiness is an afterthought. The bar for a career ready student is just as demanding.” Secretary Arne Duncan, February 2011

RECOMMENDATIONS

As a result of our work together for over a year, we recommend the following actions to ensure effective implementation of the Common Core State Standards in Wisconsin.

We recommend that the **Department of Public Instruction:**

- Develop an effective strategic communication plan for external stakeholders.
- Coordinate collaborative CCSS and assessment professional development opportunities for PK-16 educators.
- Cooperate with efforts to align higher education expectations with CCSS high school curriculum.
- Ensure a proper cross section of stakeholders is represented in the development of CCSS materials that directly affect higher education and CESAs.
- Consider, in collaboration with Higher Education Partners, the use of PK-12 assessments for postsecondary readiness measures and early warning indicators.
- Promote a balanced approach to college and career readiness which promotes college, career training, and military service, all as viable and legitimate options.
- Develop core CCSS resources that can be customized, in partnership, for distinct groups such as IHE content faculty, IHE teacher education faculty, future educators, administrators, school board members, and other groups.
- Develop a mechanism for convening, hosting, and encouraging collaborative work on CCSS content development in both virtual and in-person environments.
- Through program approval, ensure alignment of all Educator Preparation Programs' curriculum with the CCSS so that all pre-service educators are being adequately prepared to teach using the CCSS upon entering the field.

We recommend that **Higher Education Institutions in Wisconsin:**

- Participate in CCSS collaborative work and development of resources.
- Consider, in collaboration with PK-12 Partners, the use of PK-12 assessments for postsecondary readiness measures and early warning indicators.
- Articulate how the CCSS can increase college readiness and facilitate transitions.
- Continue to support alignment of postsecondary curriculum and PK-12 curriculum.

- Collaborate to provide ongoing professional development in content areas to build capacity of PK-12 educators.
- Support the ongoing development of internal professional development plans for faculty in teacher preparation programs.
- As an ongoing requirement in program approval, ensure alignment of all Educator Preparation Programs' curriculum with the CCSS to ensure that all pre-service educators are being adequately prepared to teach, using the CCSS upon entering the field.

We recommend that the **Cooperative Educational Service Agency Statewide Network (CSN)**:

- Ensure alignment of CCSS messaging and materials across and within CESAs.
- In partnership with others, develop resources for pre-service educators and Educator Preparation Program faculty.
- Encourage/market/publicize and assist in the development of professional development opportunities for local districts and teachers around CCSS implementation.
- Continue operating as a network of CESAs, to ensure that there is equity and access to materials and training across the state.
- Work towards hiring more mathematics and reading experts in CESAs, to ensure the proper depth of knowledge required to lead the kind of professional development districts need to implement the CCSS.
- Support the burgeoning work of the CESA Math and Literacy networks.
- Support CESA consultants participating in collaborative development of materials and resources around CCSS.

CALL TO ACTION

All partners who have been at the table during our College Readiness Partnership have gained a great deal from sharing, listening, and learning from one another. We all have a deeper understanding of the great importance of collaboration on this critical initiative. The CCSS's effect on the state agency and all PK-12 schools, on the CESAs and the work they do, and on our institutions of higher education (both content area faculty as well as our Educator Preparation Programs) will be a monumental shift. We thank our leaders for the opportunity for this collaboration and hope that all agencies will consider the recommendations that we have put forth to make the Common Core State Standards become the education reform that it promises to be in Wisconsin.