Career *and College* Readiness Self-Assessment Guide

SPN | Innovating for College and Career Learning

http://cri.spnetwork.org

Why Career Readiness?

A crescendo of public opinion is calling for improved education for career readiness. As an example, in an editorial in Edutopia (2014), blogger Ben Johnson reported that at a P-20 summit hosted by the University of Texas, business and industry leaders emphasized that the skills most needed in today's careers are:
- critical thinking and problem solving
- collaboration across networks
- leading by influence
- agility and adaptability
- initiative and entrepreneurialism
- effective oral and written communication
- accessing and analyzing information
- curiosity and imagination

This contrasts with much of the focus in K-12 education that is still on college readiness, often defined by single measures of achievement in academic subjects. College and career readiness involves the convergence of lessons learned from both the best of academic learning experiences and the best of instruction that challenges students to apply what they have learned through projects and performances, often in groups. These applications help students develop the kinds of skills and dispositions that employers and co-workers are looking for in employees… the so-called "soft skills."

Because the term "soft skills" has often been interpreted to mean something that is easy and unimportant, we have chosen to use a different term that better implies how important and "hard" it is to teach these skills. In our work at the Career Readiness Institute (CRI) we have labeled these skills "life/career abilities." These abilities — personal and interpersonal skills, work habits, positive character traits and career planning skills —have been defined as key to success both in school and after graduation, and they apply to career and college readiness.

The CRI is a recent initiative of the Successful Practices Network (SPN). SPN is actively involved in career readiness-focused learning nationally – and in New York State in particular, through its support of career education across the state under a multi-year contract with the NY State Education Department. At SPN, we believe that there are a number of pathways to achieve the "readiness" to be successful in a job and over the course of a career. For some, this path may include postsecondary education in a two- or four-year college program. For others, it may involve pursuit of career and technical education certifications. Still others may choose some combination of these in conjunction with an apprenticeship or other work-based training.

SPN is committed to providing the latest resources and information in support of helping schools and districts realize the potential of the intentional inclusion of "career readiness"

in the Common Core State Standards (CCSS). Career readiness practices must be part of a converged program that contributes to overall college and career readiness.

The Career Readiness Institute was created to discover and share "next" practices in teaching and learning related to college and career readiness. In researching the development of the commitment to have all students both college and career ready when they graduate, we learned that:
- The "career readiness" aspect of the CCSS has not been as clearly defined as the "college readiness" focus.
- Readiness for broadly-defined "career success" involves more than academic preparation.
- Career readiness demands a convergence of instruction rather than separate supplemental instruction.
- Life/career abilities (soft skills) are critical to college readiness as well as career readiness.

In our research, we also discovered that while there is no shortage of assessment tools for the academic side of student learning, there is a significant lack of such tools to help students and schools gauge the state of their life/career readiness skills and the status of programs designed to develop these abilities and dispositions.

Recognizing the importance of such tools and the budgetary limits on utilizing outside resources to assess student abilities and school efforts, the CRI has developed the Career Readiness Self-Assessment, which schools can use on their own to begin the process. This tool focuses attention on the practices and school culture that enhance the life/career skills aspects of college and career readiness.

Career Readiness Self-Assessment

For more than a decade, SPN has been conducting school and district assessments as a means of supporting school leaders in their improvement efforts. This experience has helped us develop an array of tools, which now comprise the CRI Career Readiness Self-Assessment.

The Career Readiness Self-Assessment is an easy-to-use array of checklists designed to allow school leaders and staff to assess the career readiness of their students and practice. While the self-assessment is designed to be completed by school personnel independently, a CRI coach is available online at no charge to provide suggestions in conducting the process. Additional on-site support the district feels that would be helpful can be arranged.

The assessment is comprised of checklists to:
- assess the processes in place to promote life/career readiness
- examine aspects of school culture that support or inhibit achieving life/career readiness
- evaluate the results of these processes through the assessment of student readiness

The primary purpose for conducting the Career Readiness Self-Assessment is to gain a complete and reliable picture of the actual state of student life/career readiness and the effectiveness of the school's current programming. Beyond that purpose, however, the self-assessment results can be utilized for engaging in critical conversations about the importance of such skills for our young people and the need for intentional programming to insure the development of such skills/dispositions. Finally, the self-assessment can aid school leaders in the development of strategies to identify and close any gaps in the experiences offered to students.

The self-assessment process has four main goals:
1. To identify the culture and practices you have in place that help develop the life/career abilities associated with college and career readiness
2. To gauge the effectiveness of these processes
3. To suggest ways in which the results of the self-assessment can be shared and utilized to address gaps that are identified
4. To promote the use of a collaborative approach that involves ongoing discussions throughout the process, especially during the reporting, analysis and next steps phases
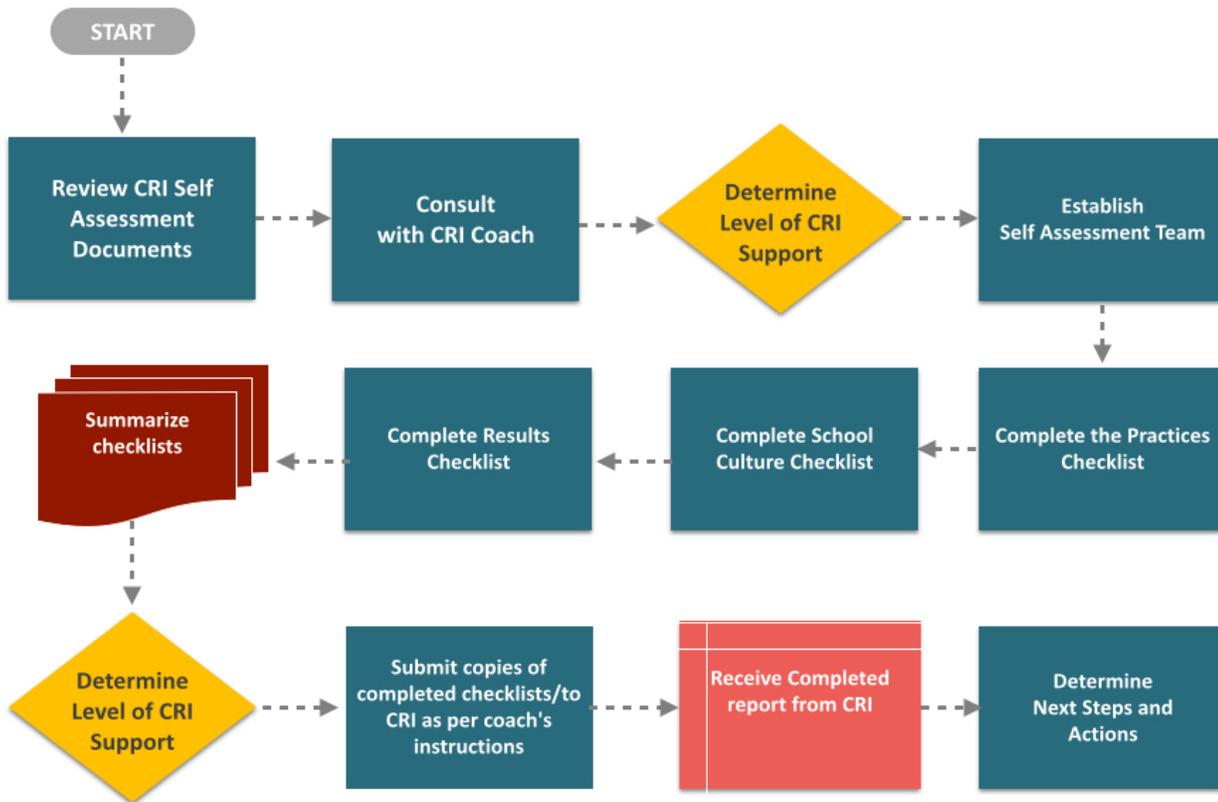
Conducting the Self-Assessment

The self-assessment process requires the completion of the following checklists:
- **Successful Career Readiness Practices Checklists** (6 Elements of Practice) – Through extensive research and exploration, the CRI team identified six elements that are present in the development of life/career readiness abilities and then field-tested a series of indicators for each element. The elements and indicators focus primarily on the "processes" that are associated with highly effective career readiness school experiences.
- **College and Career Readiness School Culture Checklists** (4 Elements of Culture) – These checklists identify the key aspects of school culture that are critical to successful programs/experiences which help students develop college and career ready skills, abilities and dispositions.
- **College and Career Readiness Learning Results Checklists** (3 Domains of Learning) – As a part of the study of highly effective school programs, the CRI team has identified companion domains and indicators that can be used to assess the results of the school's efforts to develop life/career abilities.

The career readiness practices, culture and results checklists can serve not only as assessment tools, but also as "road maps" for the design and implementation of successful career readiness experiences.

Process Steps - Overview

Career Readiness Self Assessment Process

START

Review CRI Self Assessment Documents → Consult with CRI Coach → Determine Level of CRI Support → Establish Self Assessment Team

Summarize checklists ← Complete Results Checklist ← Complete School Culture Checklist ← Complete the Practices Checklist

Determine Level of CRI Support → Submit copies of completed checklists/to CRI as per coach's instructions → Receive Completed report from CRI → Determine Next Steps and Actions

Who completes the process?

The self-assessment process will be most effective if conducted with a representative team of school staff, drawing from multiple employment categories. In some cases, it may be beneficial to have administration and school staff complete the indicator lists separately to assess any discrepancies, which will then become areas for analysis. Regardless of the approach utilized to complete the self-assessments, a broad-based group of staff should collaborate on analyzing the results of the assessments.

Successful Career Readiness Practices Checklists

The checklists for the six elements of Successful Career Readiness Practices are to be completed by a team. These elements focus primarily on the processes that are in place in the school. There are many more indicators that are important to high quality instruction and support for student success. In these checklists, we have narrowed the list to those that directly relate to students developing life/career readiness.

Elements
1. **Life/Career Abilities Instructional Planning** – Intentionally teaching and assessing life/career abilities essential to career readiness
2. **Personalized Pathways Instructional Planning** – Opportunities for students to adjust time and experiences to increase their engagement and potential to reach learning standards
3. **Instructional Practice** – Instruction and assessments that strive for relevant learning, achieving mastery, growth mindset, creativity and collaboration essential to career readiness
4. **Counseling and Transition** – Systematic and continuous career and transition counseling in developing dynamic career and education plans and seamless transitions to postsecondary pursuits
5. **Data Practices** – Extensive use of data including career readiness measures
6. **Strategic Partnerships** – Multiple community connections and resources integral to daily learning experiences

The ratings relate to the degree to which the indicators have become common practice in the school and range from Embedded" – i.e., an intentional and pervasive practice — through Considerable, Partial, Initiated to Absent, where there is no indication of intentionality relating to the indicator.

CRI Successful Career Readiness Practices Rubric Scale				
Embedded (5 points)	**Considerable (4 points)**	**Partial (3 points)**	**Initiated (2 points)**	**Absent (1 point)**
The school has demonstrated an intentional and pervasive use of the practice	The school has demonstrated an intentional but occasionally inconsistent use of the practice	The practice exists throughout the school but not fully implemented	The practice has been introduced but is used inconsistently	The school has demonstrated no intentional use of the practice

College and Career Readiness School Culture Checklists

The four elements of the College and Career Readiness School Culture Checklists are to be completed by a team. These elements focus primarily on the behaviors in school that are reflections of school culture. These cultural characteristics may either facilitate or serve as obstacles to achieving college and career readiness. Often dealing with culture issues is the first leadership priority in school improvement.

1. **Leadership** - Leadership establishes a vision, and staff is empowered to take action and innovate toward that vision.
2. **Teaching and Learning** - Teaching and learning are the primary focus of the school. They are aligned with school goals, student-centered and constantly improving.
3. **Staff** - Staff work as a collaborative, collegial group, confident in their ability to improve the quality of education.
4. **Students** - Students aspire to high levels of achievement and exhibit social and learning behaviors that contribute to success.

Each element includes a number of indicators. These are rated on the frequency of that behavior exhibited in the school using the following scale: Always, Often, Sometimes, Rarely or Never.

CRI School Culture Rubric Scale			
Always (4 points)	**Often (3 points)**	**Sometimes (2 points)**	**Rarely or Never (1 point)**
Cultural behaviors and processes are always present, everywhere in the school	Cultural behaviors and processes are often present (more than 60 percent of the time) in the school	Cultural behaviors and processes are sometimes present (more than 20 percent but less than 60 percent of the time) in the school	Cultural behaviors and processes are rarely or never present (less than 20 percent of the time) in the school

College and Career Readiness Learning Results Checklists

The completion of the College and Career Readiness Learning Results Checklists is a critical part of self-assessment process. While the elements of the checklists for career readiness practices and school culture provide a picture of the processes that your school has in place to prepare students for college, life and career, the College and Career Readiness Learning Results Checklists reveals the actual impact of your work – just how prepared are your students and how effective are your programs. It is the analysis of these two perspectives that will allow you to identify gaps, opportunities and/or strengths related to your students and programs.

These Learning Results checklists examine **three** broad areas of a student's experience in school. These three areas, when taken together provide guidance for staff and leadership teams to assess the status of their students and programming in the context of college AND career readiness. The College and Career Readiness Learning Checklists are organized in three domains of learning:

1. **Academic** (what students know) - Measures of what students know, organized around traditional required subjects of English language arts, mathematics, science and social studies
2. **Performance** (what student can do) - Measures of what students can do including technical, artistic and/or athletic performances
3. **Life/Career Abilities** (how students act) - Measures of who students are including personal, interpersonal, work habits and career planning skills

The checklists rate indicators on the following scale: Exemplary, Satisfactory, Fair, At-Risk and No Data. In rating the relative performance of student learning, you can choose to rate performance relative to school goals or comparable schools.

CRI Learning Results Rubric Scale				
Exemplary (5 points)	**Satisfactory (4 points)**	**Fair (3 points)**	**At-Risk (2 points)**	**No Data (1 point)**
Programing has been highly effective, goals have been achieved, and the school is an example of success	Programing has been moderately effective, many goals have been achieved, and the school has been more successful than most comparable schools	Programing has had inconsistent results, many goals have not been achieved, and the school has not stood out among comparable schools as successful	Programing has had ineffective results, goals have not been achieved, and the school compares poorly to others	The school has no data on, or has not attempted to address, the indicator

The Learning Results checklists are built on the Learning Criteria for 21st Century Learners that resulted from a five year grant to SPN, in partnership with the International Center for Leadership in Education (ICLE) and the Council of Chief State School Officers (CCSSO), with support from the Bill & Melinda Gates Foundation. This grant examined instructional practices in the most rapidly improving schools in the nation. CRI also has a facilitated process for schools to follow, using the structure of the Learning Criteria, to fundamentally redesign their measures of student learning and their school report card. To learn more about this facilitated process, consult the CRI website for the publication Learning Criteria for College and Career Readiness or talk to your CRI coach.

The College and Career Readiness Learning Results tool provides a picture of the results of the school's efforts to facilitate the development of life/career readiness abilities. To this end, the ratings should rely on actual data where possible. Rating in other indicators without data will be more difficult and provides an excellent opportunity for discussion about measures of student learning. School leaders may the best ones actual complete these checklists, as it is likely that they have ready access to the data used in responding to the indicators. If the data required to respond to an indicator is not available – i.e., hasn't been collected, and/or the team is not aware of any measure, you should use the "No data" option.

The Data Collection Process

1. Duplicate the checklists for the team members.
   - Appendix 1 - Successful Career Readiness Practices Checklists
   - Appendix 2 - College and Career Readiness School Culture Checklists
   - Appendix 3 - College and Career Readiness Learning Results Checklists

2. Discuss with the team the need for career readiness and the checklists are simply a way to reflect on current practice and results. There is no score or evaluation. It is simply a way to organize reflection and analysis.

3. Rate the individual items in each checklist. The final rating for each indicator can represent either the consensus of the working group after discussions of their individual ratings or an average of the ratings for each indicator. In order to prevent significant variance in interpretations among elements, it is recommended that the same staff complete the lists for all elements in one set of checklists. In some cases the team may want to read the indicators and then make observations – e.g., instruction, learner engagement, over a period of time before completing the checklists and reaching agreement on ratings.

4. Summarize each of the elements/domains on the first page of each group of checklists. Place a rating based on the most frequent rating of individual indicator in that element/domain.

5. Forward copies of the checklists that reflect the final rating of each element/domain to CRI for the development of the school's report.

CRI Self Assessment Final Report

The final document to be completed as a part of the self-assessment process is the report of the results of the assessment. Using the collected data, the CRI team will review the results and develop a report that captures the status of career readiness in both processes that are in place and in the results that the school is achieving with these processes.

This report will include:

- A narrative summarizing the major themes that have surfaced in the self-assessment process
- Data slides that can be utilized for presentations and discussion
- A listing of both areas of perceived strength and areas that may be the topic of improvement discussions
- A list of guiding questions developed around the results. We anticipate that these questions, as well as others generated internally by the self-assessment team will form the basis for ongoing discussions about ways in which gaps between expectations and results may be addressed

The report provides the opportunity to share both the state of career readiness and serves as the framework for the development of a "Next Steps" action plan.

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Using the Data

The primary purpose of the self-assessment process is to facilitate deeper discussion and understanding of the need for intentional design of learning experiences that target the development of life/career abilities and dispositions. This is the rationale behind the involvement of a cross-section of the school community in the process. This involvement continues as the results of the process are analyzed.

The completed checklists provide the opportunity for collaborative discussions about the areas of strength and needs revealed by the process. While the data collection process is informative, it is the discussion and planning that will prove critical to a school's success in implementing improvement efforts.

A consistent approach to the data review process is critical. The following steps can serve as guidelines for the analysis and discussion of any data collected in the self-assessment process.

Data Analysis Suggestions

- Share the data in multiple formats – i.e., spreadsheet, graphic, narrative, as people respond quite differently to data based on their learning style.
- Identify only factual observations about the data – i.e., no opinions allowed at this point. For example, in using the data collection checklist, a factual observation might be that "We had 10 out of 16 Exemplary responses" or "We can only document 6 of the indicators for which we responded with Pervasive", etc.
- Identify what the data do not reveal or what still needs to be explored – i.e., "What questions do we still have, now have, that require additional info?"
- Identify patterns or trends that can be seen in the existing data
- Challenge all assertions/conclusions.
- Identify next steps and time lines for their completion along with personnel assigned to "own" this process.

Additional Resources and Support

1. **Advocacy and Awareness** - The close examination of a school through the Career Readiness Self-Assessment should include broad efforts to raise awareness of the need to focus on career readiness. The Career Readiness Institute website http://cri.spnetwork.org contains links to background/supporting resources that can be used to establish the context for the self-assessment as well as to build consensus around the importance of the process.
2. **Surveys** - Schools conducting the assessment can take advantage of reduced pricing for administration of the CRI We Are Ready survey. This survey is a part of the highly successful WE Survey Suite, developed by the Successful Practices Network. The survey is available in online or paper versions and provides valuable feedback on both student and staff assessments of the status of career readiness and the effectiveness of current programs and learning experiences. Your CRI coach can provide you with pricing information based on your membership status and enrollment.
3. **Support** - The CRI team is available to provide support for follow-up conversations

and planning. A CRI coach or other member of the CRI team can facilitate a follow-up discussion with your self-assessment team or your entire staff about the implications of the results, possible next steps and the development of an improvement plan for your school.

4. **Consulting Services** - It is our intent that schools can use the Career Readiness Self-Assessment without the need for additional CRI support. We recognize, however, that some schools will desire a more customized experience. Services may include, but are not limited to:
   - Organizing the process to meet the specific needs of your school/district
   - Building consensus for the process
   - Supporting the data analysis through additional customized reporting and/or analytics
   - Designing plans for addressing gaps identified through the process.
- Building the culture to support commitment to the design and implementation of intentional career readiness learning experiences for staff and students.

Please discuss with your school coach if you think you are interested in exploring additional consulting services or facilitation in the process with SPN staff.

Appendix 1: Successful Career Readiness Practices Checklists

School: _____

Directions: This page is a summary of progress in implementing career readiness practices. First complete the six individual checklists that follow this page. Rate each indicator based on a consensus of opinion of the leadership team. After completing each individual checklist, determine a rating on this page that best summarizes that category.					
Successful Career Readiness Practices					
5 – Embedded, 4 – Considerable, 3 – Partial, 2 – Initiated, 1 - Absent	**5**	**4**	**3**	**2**	**1**
Elements					
Life/Career Abilities Instructional Planning - Intentionally teaching and assessing Life/Career Abilities essential to career readiness					
Personalized Pathways Instructional Planning - Opportunities for students to adjust time and experience to increase engagement and raise potential to reach learning standards					
Instructional Pratice - Instruction and assessments strive for relevant learning, achieving mastery, growth mindset, creativity and collaboration essential to career readiness					
Counseling and Transition - Systematic and continuous career & transition counseling in developing dynamic career and education plans and seamless transition beyond school					
Data Practices - Extensive use of data emphasizing career readiness measures					
Strategic Partnerships - Multiple community connections and resources integral to daily learning experiences					

Strengths	Needs Improvement

Successful Career Readiness Practices					
Life/Career Abilities Instructional Planning					
Intentionally teaching and assessing Life/Career Abilities essential to career readiness					
5 – Embedded, 4 – Considerable, 3 – Partial, 2 – Initiated, 1 - Absent	**5**	**4**	**3**	**2**	**1**
1. Life/Career skills, abilities, and/or dispositions have been identified.					
2. All students participate in intentional experiences targeting the development of Life/Career skills/dispositions.					
3. The school uses a variety of rubrics for Life/Career readiness for staff to rate student performance.					
4. The school uses rubrics for Life/Career readiness so students can reflect on performance.					
5. The school uses rubrics for Life/Career readiness so students give feedback to peers.					
6. Staff relates learning to student life experiences.					
7. Instruction is intended to help students acquire employability skills such as working on a team, problem-solving and organizational skills.					
8. Intentional instruction supports students in developing social emotional skills of self awareness.					
9. Intentional instruction supports students in developing social emotional skills of self management.					
10. Intentional instruction supports students in developing social emotional skills of social awareness.					
11. Intentional instruction supports students in developing social emotional skills of relationship development.					
12. Career Ready Practices of the Common Career Technical Core Standards are used as a basis for instruction.					

Strengths	Needs Improvement

Successful Career Readiness Practices					
Personalized Instructional Planning					
Opportunities for students to adjust time and experience to increase engagement and raise potential to reach learning standards					
5 – Embedded, 4 – Considerable, 3 – Partial, 2 – Initiated, 1 - Absent	**5**	**4**	**3**	**2**	**1**
1. There is evidence of the use of multiple strategies to engage students through the personalization of learning experiences.					
2. It is common practice to utilize flexible scheduling to accommodate differing student needs.					
3. The school provides opportunities for students to determine the time and location of approved learning experiences.					
4. Students have choices regarding the learning options.					
5. Staff provide choices for students in ways to demonstrate learning.					
6. Credit is provided for out of school experiences.					
7. Career and Technical learning experiences are available to all students.					
8. The school provides intentional exploration of career pathways for all students.					
9. Students are offered multiple pathways to diploma. (applies to high schools only)					
10.School diplomas include an option for career related endorsement. (applies to high schools only)					
11.Career pathways prepare students for post-secondary education. (applies to high schools only)					
12.Career pathways allow students to develop skills in interest area. (applies to high schools only)					

Strengths

Needs Improvement

Successful Career Readiness Practices					
Instructional Practice Checklist					
Instruction and assessments strives for relevant learning, achieving mastery, growth mindset, creativity and collaboration essential to career readiness					
5 – Embedded, 4 – Considerable, 3 – Partial, 2 – Initiated, 1 - Absent	**5**	**4**	**3**	**2**	**1**
1. There is a strong focus on learning the application of content knowledge to real-world situations.					
2. There is a strong focus on the use of project-based learning experiences.					
3. There is a strong focus on the 21st Century skills of oral and written technical communication.					
4. There is a strong focus on the 21st Century skills of appropriate uses of technology.					
5. Assessment practices include a variety of performance measures such as portfolios, projects, peer reviews and presentations.					
6. Students are encouraged to improve reflection on work and improve the quality of their work.					
7. A separate student behavior rating system is used rather than using behavior to raise or lower achievement grades.					
8. Grading systems strive for student mastery of learning and avoid punitive practices such as averaging all work equally, giving zeros rather than incomplete or grading on a curve.					
9. Students are regularly required to present their work to public audiences and or business professionals.					
10. Students have opportunities to demonstrate responsible work habits.					
11.Internships and service learning projects are an integral part of the learning experiences for all students.					
12.Instruction provides opportunity for students to show creativity.					
13.Instruction includes experiences for students to discover and develop talents.					
14.Staff make connections between skills and knowledge learned and application in future career success.					
15.Interdisciplinary instruction provides for application of core academic skills and knowledge.					

Strengths	Needs Improvement

Successful Career Readiness Practices					
Counseling and Transition Checklist					
Systematic and continuous career & transition counseling in developing dynamic career and education plans and seamless transition beyond school					
5 – Embedded, 4 – Considerable, 3 – Partial, 2 – Initiated, 1 - Absent	**5**	**4**	**3**	**2**	**1**
1. Teachers know their students well.					
2. Intentional programs are in place to ensure the successful transition of all students into and out of school.					
3. Advisement/mentoring programs are in place for all students.					
4. Students have frequent access to school counselors.					
5. All staff participate in proactive career counseling experiences.					
6. Student have a written first career/life plan.					
7. Students discuss their career planning with staff.					
8. Surveys are used to help students identify strengths and interests.					
9. Staff uses a variety of assessment strategies to determine student needs and tailor support based on such assessments.					
10. Students are regularly provided with current career information and employment trends.					
11. Students are instructed in skills of job seeking, resume writing and interviewing.					
12. Articulation agreements are in place with post secondary institutions for students to seamlessly continue their education. (applies to high schools only)					

Strengths	Needs Improvement

Successful Career Readiness Practices					
Data Practices Checklist					
Extensive use of data emphasizing career readiness measures					
5 – Embedded, 4 – Considerable, 3 – Partial, 2 – Initiated, 1 - Absent	**5**	**4**	**3**	**2**	**1**
1. The school uses data that reflects career readiness such as percent completing internships or technical certificates. (applies to high schools only)					
2. Student learning in performances such as writing, presentations, technical skills and artistic skills are assessed using qualitative and quantitative measures.					
3. Staff fully understands the indicators for performance learning and can relate their work to achievement in the indicators.					
4. Student measures of Life/Career Abilities are expressed in objective terms.					
5. Staff fully understands the indicators for Life/Career Abilities and can relate their work to achievement in the indicators.					
6. The school collects data to determine the degree of high-rigor/high-relevance instruction.					
7. Data is used to highlight gaps that exist between student performance and real-world expectations.					
8. The school collects data on the follow-up of graduates in post secondary and employment. (applies to high schools only)					
9. Student progress on college, career & life readiness is monitored via formal and informal assessments and shared with students, parents and other stakeholders.					
10.Career Readiness data is shared with parents and community.					

Strengths	**Needs Improvement**

Successful Career Readiness Practices					
Strategic Partnerships Checklist					
Multiple community connections and resources integral to daily learning experiences					
5 – Embedded, 4 – Considerable, 3 – Partial, 2 – Initiated, 1 - Absent	**5**	**4**	**3**	**2**	**1**
1. The school provides a systematic coordinated approach to partnerships with common goals and roles					
2. There are specific partnership objectives are and measurable goals to provide a basis for monitoring and evaluation.					
3. School leaders and teachers are proactive in developing relationships with employers and community organizations.					
4. There are procedures in place for welcoming partners.					
5. Articulation agreements are in place with two and four year colleges to facilitate transition and provide advanced standing for students.					
6. All students have opportunities to learn in sites outside of school for work-based and service learning. (applies to high schools only)					
7. School curriculum is influenced by real-world input from the community.					
8. Students are involved in community-based learning (live and web-enable).					
9. School provides diverse forms of work-based learning opportunities.					
10.Any career academies are designed on sound practices including community partnerships, incorporation of academics, and preparation for all levels of continuing education and careers.					
11.Strategies are developed to ensure ongoing awareness of school/business partnerships.					
12.Community/business representatives participate as mentors, advisors, and reactors to student work.					

Strengths	Needs Improvement

Appendix 2: College and Career School Culture Checklists

School: _____

<table>
<tr><td colspan="6">Directions: This page is a summary of characteristics of school culture. First complete the four individual checklists that follow this page. Rate each indicator based on a consensus of opinion of the leadership team. After completing each individual checklist, determine a rating on this page that best summarizes that category.</td></tr>
<tr><td colspan="6" align="center">College and Career Readiness School Culture</td></tr>
<tr><td align="center">5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely , 1 – Never</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td></tr>
<tr><td align="center">Elements</td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td colspan="3">Strengths</td><td colspan="3">Needs Improvement</td></tr>
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College and Career Readiness School Culture					
Leadership Checklist					
Leadership establishes a vision and staff is empowered to take action and innovate toward that vision					
5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely , 1 – Never	**5**	**4**	**3**	**2**	**1**
1. Leadership makes students the focus of decisions in school.					
2. Leadership works to influence school culture to ensures it aligns with school goals and vision.					
3. Leadership motivates staff toward a common vision and encourage "bottom-up" innovation through peer leadership.					
4. Leadership ensures a balance on promoting a culture of preparing students for college AND career readiness.					
5. The principal assumes, but shares, responsibility for all phases of school operations as well as relations within the school, with the school district, and with the community.					
6. A strong collaborative relationship exists between the administration and the leadership of the teachers' union.					
7. The faculty and administration demonstrate effective teamwork and leadership.					
8. Teachers take responsibility for providing experiences consistent with the agreed upon instructional targets.					
9. School leaders exhibit passion and work to energize staff within the school.					
10.Leadership promptly addresses problems or distractions that interfere with a focus on teaching and learning.					
11.Leaders embrace diversity in experience and perspective in staff.					
12.School leaders devote time to instructional leadership and improvement of instruction.					

Strengths	Needs Improvement

College and Career Readiness School Culture					
Teaching and Learning Checklist					
Teaching and Learning is the primary focus of the school is aligned with school goals, is student-centered and is constantly improving.					
5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely , 1 – Never	**5**	**4**	**3**	**2**	**1**
1. Curriculum and learning experiences reflect the needs of college, career & life readiness.					
2. Instruction and learning experiences are aligned with the defined curriculum.					
3. Assessment is aligned with instruction to give students feedback on essential learning.					
4. Instruction scaffolds learning, building on previous instruction, courses and experience.					
5. Teachers attempt to personalize learning by variety of criteria including; form of assessment, reading level, interest, or readiness for content.					
6. Learning experiences focus on the development of student growth mindset.					
7. Learning experiences use a variety of models including discovery, expeditionary, inquiry learning or flipped classroom.					
8. Instruction reduces teacher control and increases student responsibility for learning.					
9. The school supports teachers with time to plan and implement best and next practices.					
10.Teachers take time to reflect on effectiveness of instruction.					
11.Learning experiences incorporate the use of current technology, media, and information.					
12.Staff participate in ongoing professional learning with peers.					

Strengths	Needs Improvement

College and Career Readiness School Culture					
Staff Checklist					
Staff work as a collaborative, collegial group, confident in ability improve the quality of education.					
5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely , 1 – Never	**5**	**4**	**3**	**2**	**1**
1. Staff are involved in decisions that impact the entire school, not just their individual class-rooms.					
2. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.					
3. Teachers and staff discuss instructional strategies and curriculum issues.					
4. Teachers and staff are involved in the decision-making process with regard to materials and resources.					
5. Teachers and staff tell stories of celebrations that support the school's values.					
6. The adults help set the tone for student behavior and create an atmosphere of high expectations.					
7. Teachers work together to design and offer learning experiences that are challenging, allowing students to think independently and to extend their knowledge and skills.					
8. Staff expresses willingness to adapt and innovate to meet changing expectations and needs of students for college and career readiness.					
9. When something is not working, the staff predict and prevent rather than react and repair.					
10.Staff seek to define the problem/issue rather than blame others.					
11.Staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.					
12.School members are interdependent and value each other.					

Strengths	Needs Improvement

College and Career Readiness School Culture					
Students Checklist					
Students enjoy learning and are committed to excellence and future goals					
5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely , 1 – Never	**5**	**4**	**3**	**2**	**1**
1. Students seek to maximize learning while in school.					
2. Students are committed to be continuous learners.					
3. There is active participation in optional and extracurricular activities.					
4. Students recognize the connection between their work and the real world.					
5. Students exhibit regular attendance.					
6. Students show empathy for one another.					
7. Students demonstrate a sense of belonging to the school community.					
8. Students show respect for one another.					
9. Students in class evidence show positive body language and interest.					
10.Student volunteer their thinking and solutions to problems.					
11.Students in class, actively participate verbally.					
12.Students are enthusiastic about their learning.					

Strengths	**Needs Improvement**

Appendix 3: College and Career Readiness Learning Results Checklists

School: _____

<table>
<tr>
<td colspan="6">Directions: This page is a summary of student achievement in several categories. First complete the three individual checklists that follow this page. Rate each indicator based on a consensus of opinion of the leadership team. After completing each individual checklist, determine a rating on this page that best summarizes that category.</td>
</tr>
<tr>
<td colspan="6" align="center">Summary College and Career Readiness Learning Results</td>
</tr>
<tr>
<td>5 – Exemplary, 4 – Satisfactory, 3 – Fair, 2 - At-Risk, 1, No Data</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td align="center">Domain</td>
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<tr>
<td>Academic: Achievement in the core subjects of English Language arts, math, science and others identified by the school - What Students Know</td>
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<tr>
<td>Performance: Demonstration of technical, artistic or physical skills through performance assessment - What Students Can Do</td>
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<tr>
<td>Life/career abilities: Demonstration of personal and interpersonal skills, work habits, positive character traits and career planning skills - Who Students Are</td>
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<tr>
<td colspan="3">Strengths</td>
<td colspan="3">Needs Improvement</td>
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</table>

College and Career Readiness Learning Results					
Academic Learning Checklist					
Achievement in the core subjects of English language arts, math, science and others identified by the school - *What Students Know*					
5 – Exemplary, 4 – Satisfactory, 3 – Fair, 2 - At-Risk, 1, No Data	**5**	**4**	**3**	**2**	**1**
1. Students are engaged in rigorous instruction that they find challenging and stretches them to meet high expectations.					
2. Students are engaged in relevant instruction connecting what they are learning in inter-disciplinary real-world problems.					
3. Students have strong positive relationships that support learning in a culture of respect, caring, and concern for one another.					
4. Students are pursuing higher education. (applies to high schools only)					
5. Student subgroups are proportionally represented in advanced level courses. (applies to high schools only)					
6. Student reading comprehension at or above grade level expectations, on target to meet college and career readiness standards.					
7. Students meet state benchmark measures in English Language Arts.					
8. Students meet state benchmark measures in Mathematics.					
9. Students meet state benchmark measures in Science.					
10. No significant difference in student performance across subgroups.					
11. Students with disabilities meet academic learning requirements.					
12. Students progress to next level of school without additional instruction or support.					
13. Graduation rates (9th grade cohorts in 4 years or less). (applies to high schools only)					
14. Students are proficient in second language.					
15. Students earn high school credits while still in middle school. (applies to middle schools only)					
16. Enrollments in Advanced Placement, International Baccalaureate, or Cambridge programs. (applies to high schools only)					
17. Enrollment in honors or advanced math or science courses. (applies to high schools only)					
18. Students regularly exceed diploma requirements in credits earned. (applies to high schools only)					
19. Students earn college credits prior to graduation (dual enrollment). (applies to high schools only)					

Strengths	Needs Improvement

College and Career Readiness Learning Results					
Performance Learning Checklist					
Demonstration of technical, artistic or physical skills through performance assessment - *What Students Can Do*					
5 – Exemplary, 4 – Satisfactory, 3 – Fair, 2 - At-Risk, 1, No Data	**5**	**4**	**3**	**2**	**1**
1. Students participate in extracurricular activities.					
2. Students participate in art, music and drama activities.					
3. Students participate in service learning/community service projects.					
4. Students participate in interscholastic sports. (applies to high schools only)					
5. Students participate in career and technical education courses. (applies to high schools only)					
6. Students use current information technology devices effectively for research and communication.					
7. Students use current information technology devices effectively to produce work (e.g., writing, presentations, graphic design).					
8. Students complete interdisciplinary work and projects (e.g., science fairs, senior exhibitions).					
9. Students know their strengths and talents.					
10. Students use a first career plan to set education goals and make choices.					
11. Students complete career majors or career and technical education programs. (applies to high schools only)					
12. Students complete four or more credits in fine/performing arts. (applies to high schools only)					
13. Completion of specialized technical certificates (e.g., Microsoft, Cisco Academy). (applies to high schools only)					
14. Completion of four or more credits in a career and technical education area. (applies to high schools only)					
15. Local diploma requirements exceed those required by the state. (applies to high schools only)					

Strengths	Needs Improvement

College and Career Readiness Learning Results					
Life/Career Abilities Checklist					
Demonstration of personal and interpersonal skills, work habits, positive character traits and career planning skills - Who Students Are					
5 – Exemplary, 4 – Satisfactory, 3 – Fair, 2 - At-Risk, 1, No Data	**5**	**4**	**3**	**2**	**1**
1. Students exhibit a sense of belonging to the school community.					
2. Students show regular daily attendance.					
3. Students show few tardiness problems.					
4. Students earn few discipline referrals.					
5. Students earn few suspensions					
6. There is no significant difference in student performance across subgroups in attendance, tardiness and suspension rates.					
7. Students have positive self assessment of career ready abilities including collaboration, problem solving, self advocacy, self reflection and communication,					
8. Students have a first career plan					
9. Students demonstrate self-awareness, including recognizing emotions and thoughts that influence behavior, accurately assessing strengths and limitations and possessing a well-grounded sense of confidence and optimism.					
10. Students demonstrate self-management, including perseverance, time management, planning and setting goals, organizing work and controlling emotions.					
11. Students demonstrate social awareness through concern for others, assistance to others, attention to social issues, respect for diversity, participation in service learning, etc.					
12. Students demonstrate social facility including respect for others in communicating opinions and ideas, ability to resolve conflict, trustworthiness, following group norms, working as a member of a team, etc.					
13. Students demonstrate responsible decision making, including making constructive choices about behavior.					
14. Students demonstration proficiency in Career Ready Practices of the Common Career Technical Core Standards.					
15. Students develop leadership skills through responsibilities in the school and its activities.					
16. Most students have opportunity to hold leadership positions in a club, team or organization.					
17. Students take responsibility for planning and organizing school events.					

Strengths	Needs Improvement