



PROMOTING A LOCAL COLLEGE AND CAREER READY CULTURE

10/29/2011

PRESENTED BY
KAREN L. ALEXANDER, PH.D.
ACHIEVETEXAS PROJECT COORDINATOR
KAREN.ALEXANDER@TTU.EDU

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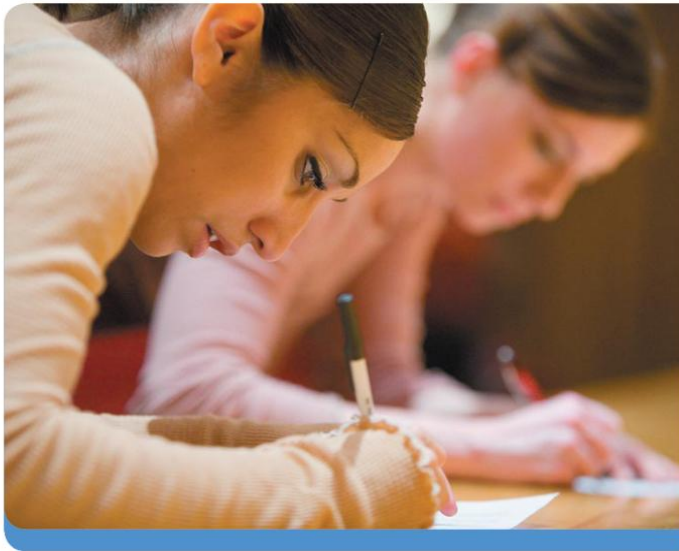
College and Career Readiness Standards

VERTICAL ALIGNMENT PROJECT

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THE STANDARDS

Texas College and Career Readiness Standards



- Available at the THECB website
– P-16 Initiatives
Section

AchieveTexas
In Action

ACHIEVETEXAS PROMOTES CCRS

- Goal is readiness for college and career.
- CTE courses integrate academic standards and career preparation skills in a way that the standards and skills can be applied to the real world.
- CTE courses (TEKS) were revised to include CCRS—academic and cross-disciplinary.
- Cross walking the CTE TEKS and CCRS.



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STEM CLUSTER EXAMPLES

Subchapter O. Science, Technology, Engineering, and Mathematics

§130.367. Engineering Mathematics (1 Credit).

(c) Knowledge and skills.

(2) The student uses mathematical concepts of structure design to define and describe statics, acquire data, apply concepts of moments and bending stress, and apply concepts of truss design and analysis. The student is expected to:

- (A) calculate a resultant force;
- (B) apply the concept of equilibrium to force calculations;
- (C) calculate a force using a free-body diagram.

CCRS—Mathematics Standards

B. Connections of mathematics to nature, real world situations, and everyday life

1. Use multiple representations to demonstrate links between mathematical and real world situations.
2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.



VERTICAL ALIGNMENT PROCESS

- Alignment teams were organized by career cluster
- Teams met for 3 days in Austin
- Used a consensus building process to develop initial crosswalk connections between course TEKS and CCRS
- Validation surveys conducted



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College and Career Readiness Standards

		Language Arts	Social Studies	Science	Mathematics	Cross-Disciplinary	Footnotes
1	§130.142. Principles of Education and Training (One-Half to One Credit).						
2	(a) General requirements. This course is recommended for students in Grades 9-12						
3	(b) Introduction. Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest						
4	(c) Knowledge and skills.						
5	(1) The student completes career investigations within the education and training career cluster. The student is expected to:	(A) identify and describe the various careers found within the education and training career cluster;	V.B.1-2; III.A.1; II.B.1-3			II.C.1-2	
6		(B) analyze transferable skills among a variety of careers within the education and training career cluster;	V.B.3			II.C.1-2; II.A.5	
7		(C) recognize the impact of career choice on personal lifestyle; and		II.B.5	II. Diverse Human Perspectives and Experiences B. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status) 5. Explain the concepts of socioeconomic status and stratification.		
8		(D) assess the importance of productive work habits and attitudes.					
9	(2) The student understands societal impacts within the education and training career cluster. The student is expected to:	(A) summarize political and historical trends that have influenced the development of education across the United States;	I.A.3; II.A.1; V.B.3	I.B.1-3; I.C.1-2; II.B.1-2,6		II.C.2	
10		(B) identify cultural and societal changes that have affected educational systems across the United States; and		I.B.1-3; II.A.-B.			

SPECIFIC USES OF THE CROSSWALKS

- Daily lesson and unit planning,
- Coordination of content in core courses and career related electives,
- Local professional development,
- Gap analysis for the local programs,
- Connections with business and industry,
- Collaboration with postsecondary education,
- Integration of Career and Technical Student Organizations (We need your help here!!)



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