



# Texas Higher Education Coordinating Board

TEXAS  STATE  
UNIVERSITY  
SAN MARCOS  
*The rising STAR of Texas*

Texas State University-San  
Marcos, a member of The  
Texas State University System.



***Building Bridges to Success: Strengthening Postsecondary  
Transition for Students in Adult Education***

# Background of Study

“The likelihood that students will make a successful transition to the college environment is often a function of their readiness—the degree to which previous educational and personal experiences have equipped them for the expectations and demands they will encounter in college” (Conley, 2008, p. 3)

# Background of Study

- Phase one identified successful models/promising practices that are helping more students transition to higher education. Findings showed that ABE practitioners need guidance in developing PD models that enable teachers to better prepare students for transitioning to college. Phase two is an ongoing process to create a model based on CCRS and CDS to address those gaps.

*Successful models/promising practices shared a common approach in implementing programs for the CCRS, including:*

- ✓ *Facilitating collaboration between universities and the ABE programs*
- ✓ *Providing students with the skills and knowledge to score higher on exams, and*
- ✓ *Preparing students for the transition to college.*

# Objectives of Transition Professional Development Orientation

Session objectives include introducing teachers to the CCRS and CDS and illustrating how those standards can be implemented in their classrooms to improve student preparedness for transition.

Teachers will also learn how they will participate in the online professional development which will run over a period of eight (8) weeks.

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# Agenda

## Transition Professional Development Academy

### Focus

- College and Career Readiness Standards (CCRS)
- Cross-Disciplinary Standards (CDS)
- Teacher participation in the PD
- Focus Group Activity

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# **The Texas College and Career Readiness Standards (CCRS)**

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# What does College Readiness mean?

*College readiness* refers to

- (a) those foundation of skills that students require to succeed in pursuing a variety of college majors and
- (b) students' abilities to demonstrate those skills in order “to succeed in entry-level community college and university courses... [and the ability] to use content knowledge to weigh and analyze important issues and questions in a field of study” (THECB 2008, p. iii).

# Benefits of using CCRS to guide teaching ABE Students

According to the Texas Higher Education Coordinating Board (THECB), “generally, the more standards a student can demonstrate successfully [for each subject], the more likely it is that he or she will be college ready” (2008, p. iv).

So what does this mean for us as teachers?

- (a) It implies that students will benefit from mastering the College and Career Readiness Standards.
- (b) It also means that teachers who understand how to determine the presence or absence of CCRS will have more success with their ABE students.

## College and Career Readiness Standards (CCRS)

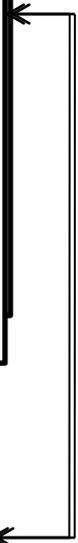
What are they? How are they organized?

Understanding ABE students and their teachers. CCRS are specified in 4 subject areas of the curriculum—  
English/Language Arts, Math, Science and Social Studies



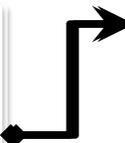
**The purpose of CCRS is to help answer the following questions**

- What does a teacher need to do to be able to help students succeed? [Change of attitudes towards students, preparing for students' learning...]
- What skills & knowledge should students demonstrate, and how do I develop them?
- How should I teach them? How do I know if my students have **mastered the standards** to transition?



**CDS answer the questions**

- How do I know students **are ready** to transition to and succeed in college?
- For future teaching, *what do I need to change/improve in order to increase the number of college ready graduates?*

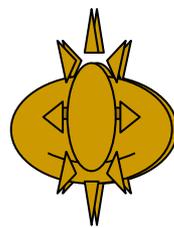
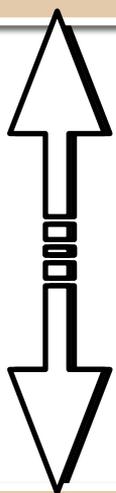
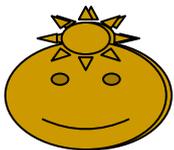


## Cross Disciplinary Standards (CDS)

What are they? How are they organized?  
CDS helps move students to a higher level of applying learned skills across the curriculum. For teachers, CDS helps them to understand what has been done well and what needs to be done in future?

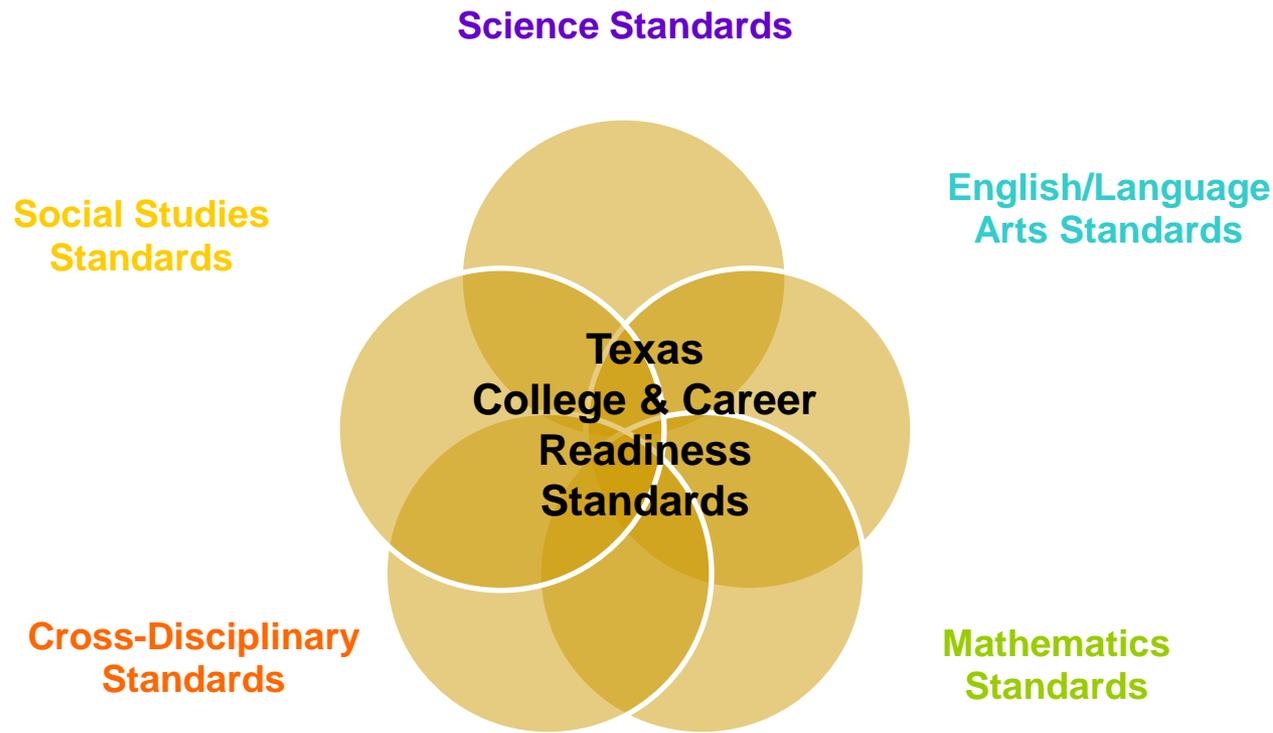


Evaluate learning outcomes and relating findings to how you will teach future students



# Texas College and Career Readiness Standards

CCRS are specified in four key subject areas including Science, Math, Social Studies, English /Language Arts, and Cross Disciplinary Standards.



# Science Content

According to THECB, (2008), upon successfully graduating from ABE programs, students who manage to demonstrate proficiency in ten science standards are considered “ready to explore and appreciate the richness and complexity of the natural world,” and are also able to apply different scientific ways of learning, thinking, and applying scientific ways of communication (THECB, 2008, p. 14).

## The specific foundational skills or behaviors students should demonstrate for science standards include

(a) understanding science as a way of thinking and learning

(d) applying science and technology to solve real life problems in the societies they love

(b) using scientific applications of mathematics,

(e) applying the cross-disciplinary themes of science

(c) using of the scientific applications of communication

(f) applying biology, chemistry, physics; earth and space science, and environmental science concepts to different fields of education

# Mathematics Content

Mathematics standards require that teachers systematically and intentionally help their students understand mathematics as a way of *knowing* by developing mathematical reasoning skills in different facets of the subject that include:

Numbers	Geometry	Algebra	Measurement
Probability	Statistics	Math functions	Solving problems
Making connections	Representing ideas	Communicating ideas	

Therefore, students who master the math skills mentioned above “are likely to be successful in entry-level college mathematics courses and to be prepared for courses in related disciplines that require mathematical proficiency” (THECB, 2008, p. 8). By math proficiency, THECB refers to the fact that students should not only be able to manipulate numbers, but should be able to solve problems and apply mathematics concepts across subjects.

# Social Studies Content

To help their ABE social studies students succeed at college level, program providers must ensure those students master the cognitive skills to “apply in a systematic manner the fundamental concepts, approaches, and terminologies common to a range of social studies disciplines including history, geography, political science, economics, and sociology” (THECB, 2008, p. 24).

# English/Language Arts Content

The English/language arts standards describe what students should be able to do in five different aspects of the subject, including

(a) Writing	(d) Listening and
(b) Reading	(e) Research
(c) Speaking	

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# **Cross-Disciplinary Standards (CDS)**

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# Cross-Disciplinary Standards

CDS are divided into two main groups, namely the Key Cognitive skills and the Foundational skills. Each group of skills has a number of learned behaviors that teachers should seek to develop in students with the expectation that students demonstrate them upon completion. In essence, CDS are also known as exit skills for ABE/GED students

## KEY COGNITIVE SKILLS

- Intellectual curiosity 2
- Reasoning 4
- Problem solving 3
- Academic behaviors 4
- Work habits 2
- Academic integrity 4

## FOUNDATIONAL SKILLS

- Reading across the curriculum 8
- Writing across the curriculum 3
- Research across the curriculum 8
- Use of data 3
- Technology 4

# Benefits of using CDS to guide teaching ABE Students

According to the Texas Higher Education Coordinating Board (2008), the more standards a student can apply successfully across disciplines, the more likely it is that he or she will be successful in college

So what does this mean for us as teachers?

- (a) It implies that students will benefit from mastering the Cross disciplinary standards.
- (b) It also means that teachers who understand how to help their students acquire CDS skills will produce more students who can successfully transition to post secondary education.

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**How to participate in the  
professional development activity**

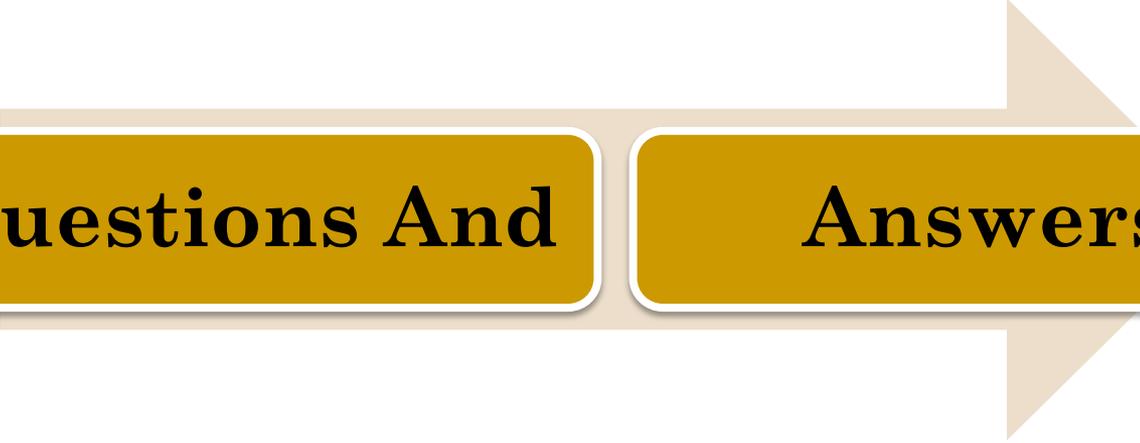
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**Activity for the day**

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**Questions And**

**Answers**

**Thank  
You**

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