Implementing the Common Core Standards and Assessments: How to Engage Policymakers and Practitioners

Julie Carnahan, Senior Associate, SHEEO
WHY DO WE NEED TO BE ENGAGED AND HOW DID WE GET TO THIS POINT?

• High remediation rates
• High cost of remediation
• Low college going rates
• Low completion rates
• U.S. decline in percent of citizens with degrees compared to other countries
How Have K-12 and Higher Education Collaborated on Reform in the Past?
“Keep your spoon out of your sister’s Borscht!”
And....

DEFENSIVELY..

FINGER POINTING

EACH SECTOR ACTING INDEPENDENTLY
WITH POLICY CHANGES
Higher Education implemented more rigorous admission requirements with very little communication with K-12 and lack of understanding of how the policies would impact K-12.

- 4 years of mathematics
- 3 years of science w/lab
- 2 years of a foreign language
Previous K-12 standards-based reforms have not adequately engaged higher education faculty and academic leaders.

As David Conley asserts,

• Not anti-college; they just didn’t give college much thought
• Standards and assessments have had little effect on the college preparatory curriculum
• Not served to increase the number of students who are prepared for postsecondary education
What kind of collaboration across K-12 and higher education are we beginning to see?
Examples of Collaboration

• Establishment of P-16, P-20 Councils
• Legislation mandating collaboration across K-12 and higher education
• Governors’ commissions on teacher education
• Development of longitudinal data systems
• Development of teacher identifier systems
• Development of concurrent enrollment initiatives, and more....
• 1st meeting of SHEEOs and CCSSO
DEVELOPMENT OF COLLEGE & CAREER READINESS

Montana

Kentucky

Colorado
Some Positive Outcomes

• Successful statewide collaboration on standards
• Change of focus from high school graduation requirements to college and career readiness standards
• College and career readiness is one and the same
• Higher education and K-12 working together to improving teacher education
Some attributes present in successful collaboration

• Relationship between CSSO & SHEEO
• Legislative interest/commitment and related legislation
• Governors’ interest and related legislation
• P-20/P-16 Council
• Mechanism for bringing together university/college faculty and K-12 teachers
• Buy in by higher education academic administrators, faculty, trustees; and K-12 school executives, school boards, teachers, parents, and business community members.
HOW TO THINK ABOUT ENGAGING HIGHER EDUCATION IN COMMON CORE STANDARDS, ASSESSMENTS AND TEACHER EDUCATION

“HELP US HELP YOU”