

The Principal: A Key Player in Advancing the College- and Career-Readiness of Students

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The Problem:

- By 2020, about *two-thirds of all jobs* will require some postsecondary education.*
- Between 55% and 73% of adults in SREB states have *less than* a postsecondary credential.**
- *At least half* of all ninth-graders will fail to earn a credible credential or degree by age 25, according to SREB's analyses.
- By 2020, the U.S. will fall *5 million short* of the credentialed employees it needs.*

* Anthony P. Carnevale, Nicole Smith and Jeff Strohl. *Recovery: Job Growth And Education Requirements Through 2020 – State Report*. Georgetown University Center on Education and the Workforce, 2013. ** Aged 25 to 64, 2012 U.S. Census Bureau data.

69 Percent of Students in SREB States Took the ACT Exam in 2015

■ Percentage meeting college-ready benchmarks

● English	58%
● Reading	41%
● Math	35%
● Science	32%
● Met all four	22%

■ What about the 31 percent who did not take the exam?

What is the Urgency?

- Too few students leave high school with the foundational literacy and math skills for 21st-century opportunities.
- Too many young adults in SREB states are prepared for one-third of the jobs that will not require postsecondary study.

The Challenge:

How do we provide more young people with an education that connects the classroom with the workplace and prepares them to succeed in postsecondary education and 21st-century careers?

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1. Preparing Principals to Lead Literacy and Math Improvement

- If principals attend literacy/math PD with teachers, support for teachers to adopt practices is higher; teachers adopt practices at a significantly higher rate and achievement gains are higher.

- **Math achievement improves when students are engaged in solving multi-step problems. Teachers foster learning by asking probing questions.**

- **Students never read and comprehend grade-level text unless asked to do so. All teachers must provide scaffolding to improve students' abilities to read grade-level text in all disciplines.**

2. Principals Must Understand Which Assignments Matter

- To meet college- and career-readiness, all students need opportunities for accelerated learning experiences in middle grades and high school. You cannot remediate students to grade-level standards. All students need grade-level assignments and support to complete them.

- **Remediating students widens the achievement gap; what's needed is to provide all students with accelerated learning.**

- **Traditional teaching methods, like test prep and drills, will not get students to college- and career-readiness standards.**

- **Professional development is effective when leaders and teachers see the need to improve, want to improve, and do in fact, improve.**

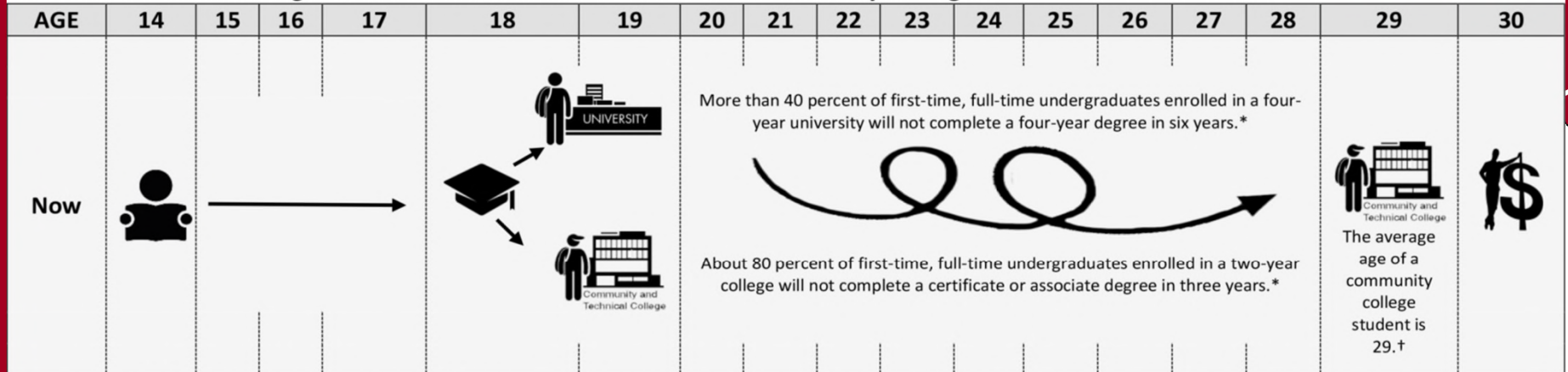
3. A Lesson Every Middle Grades and High School Principal Must Learn

- High-quality, relevant career pathways joined with a college-ready academic core provide a ticket to the middle class.

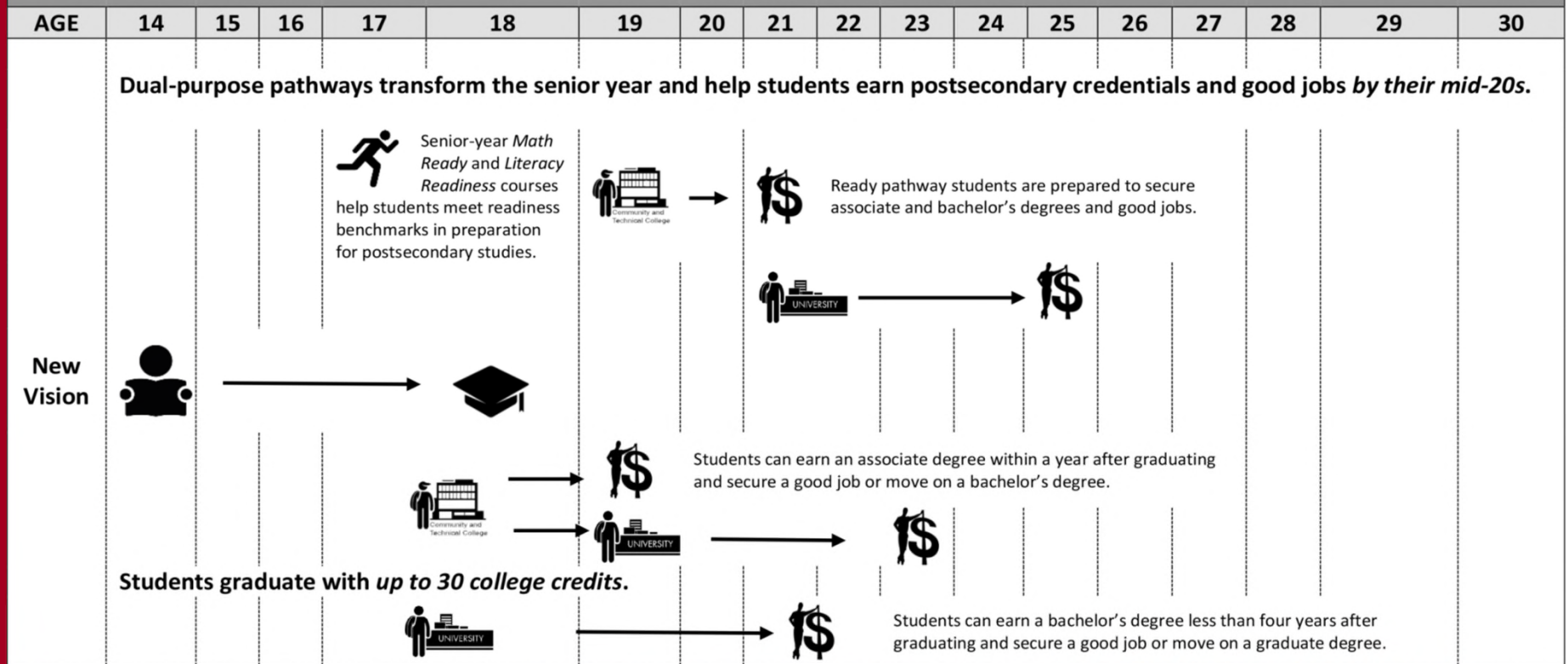
- **Improve job outlook: Double the percentage of young people earning industry and postsecondary credentials and degrees by age 25 over the next decade.**

- **Rigorous and relevant career pathways in high school blur the lines between secondary and postsecondary education and the workplace.**

A Vision for the New *High Schools That Work* Accelerated Career Pathways Design



For many young adults, the 20s are a lost decade of low educational attainment, underemployment and low-paying jobs.



* = National Center for Education Statistics. (2015, May). "Institutional Retention and Graduation Rates for Undergraduate Students." *The Condition of Education*. http://nces.ed.gov/programs/coe/indicator_cva.asp. † = American Association of Community Colleges. (2016). "Students at Community Colleges." <http://www.aacc.nche.edu/AboutCC/Trends/Pages/studentsatcommunitycolleges.aspx>



College or career?

{ Why not both? }

SREB

High Schools
That Work

ADVANCED CAREER

- **SREB's Advanced Career is a new approach to CTE. Review course syllabi and sample projects at http://www.sreb.org/page/1776/preview_ac_project_units.html.**

- **A student: “I understand accountability now. My work matters to my team.”**

- AC teacher: “Students realize they must troubleshoot, test and revise to improve results and reach desired outcome.”

- **AC Student: “You see the interconnection among math, science and technology skills.” – teacher**

- AC teacher: “Every parent is excited for the course’s real-world applications and how it prepares students for college and careers.”

- **A student's reaction to SREB's AC courses: "Instead of just book work, it tests your creative and logical thinking."**

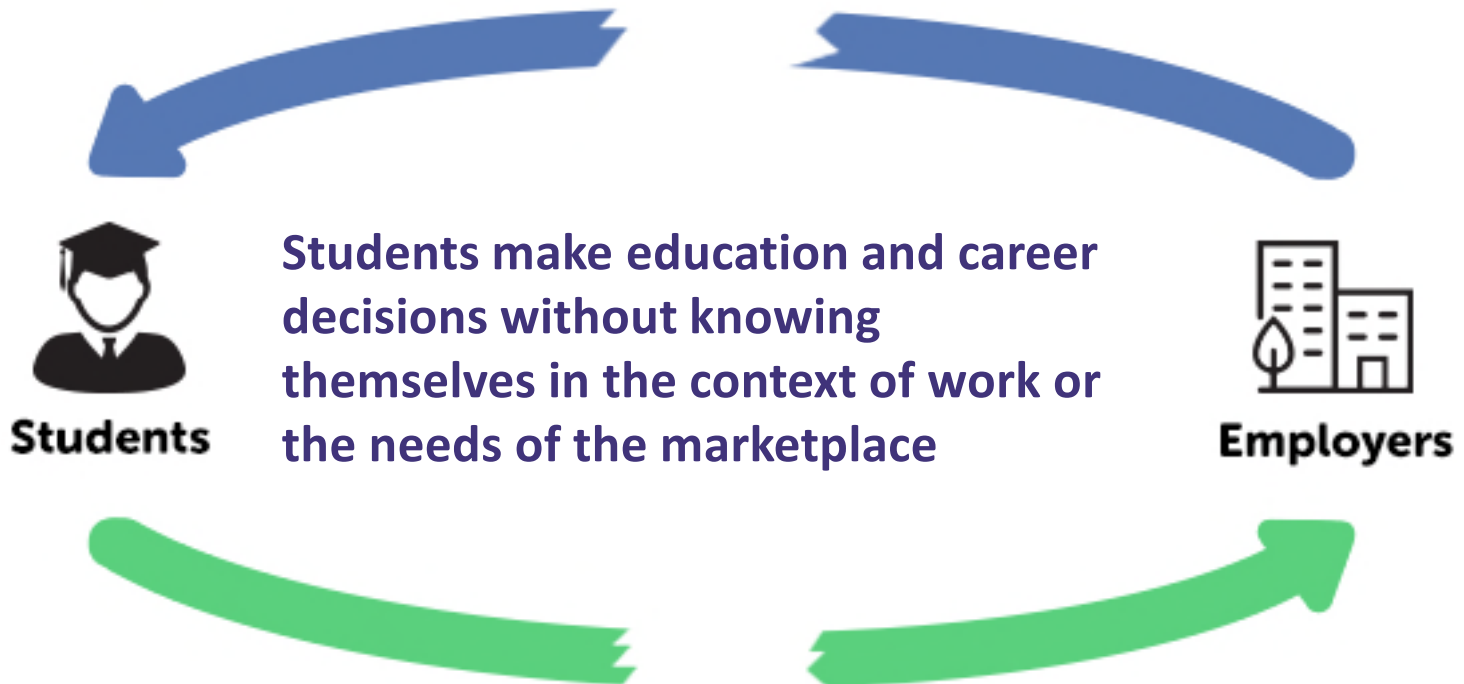
- **The teacher's role in project-based learning is to mentor, facilitate, ask the right questions; don't GPS students through assignments.**

4. Middle Grades and High School Principals Must Understand the Need for Exposing Students to Emerging Career Opportunities

- **The lost decade: Too many young people wait until they are age 28 or 29 to get serious about choosing a career field.**

The Disconnect

Workforce Demand



Education and Career Direction

- Poll shows nearly 90% of parents agree public high school students should receive more education about career choices, not just college.

- **A recent poll confirms parents believe high schools must prepare students for a double purpose — college and careers — a hallmark of HSTW.**

High-Demand Careers

Computer Science

Technology

User Support Specialist

QA Engineer

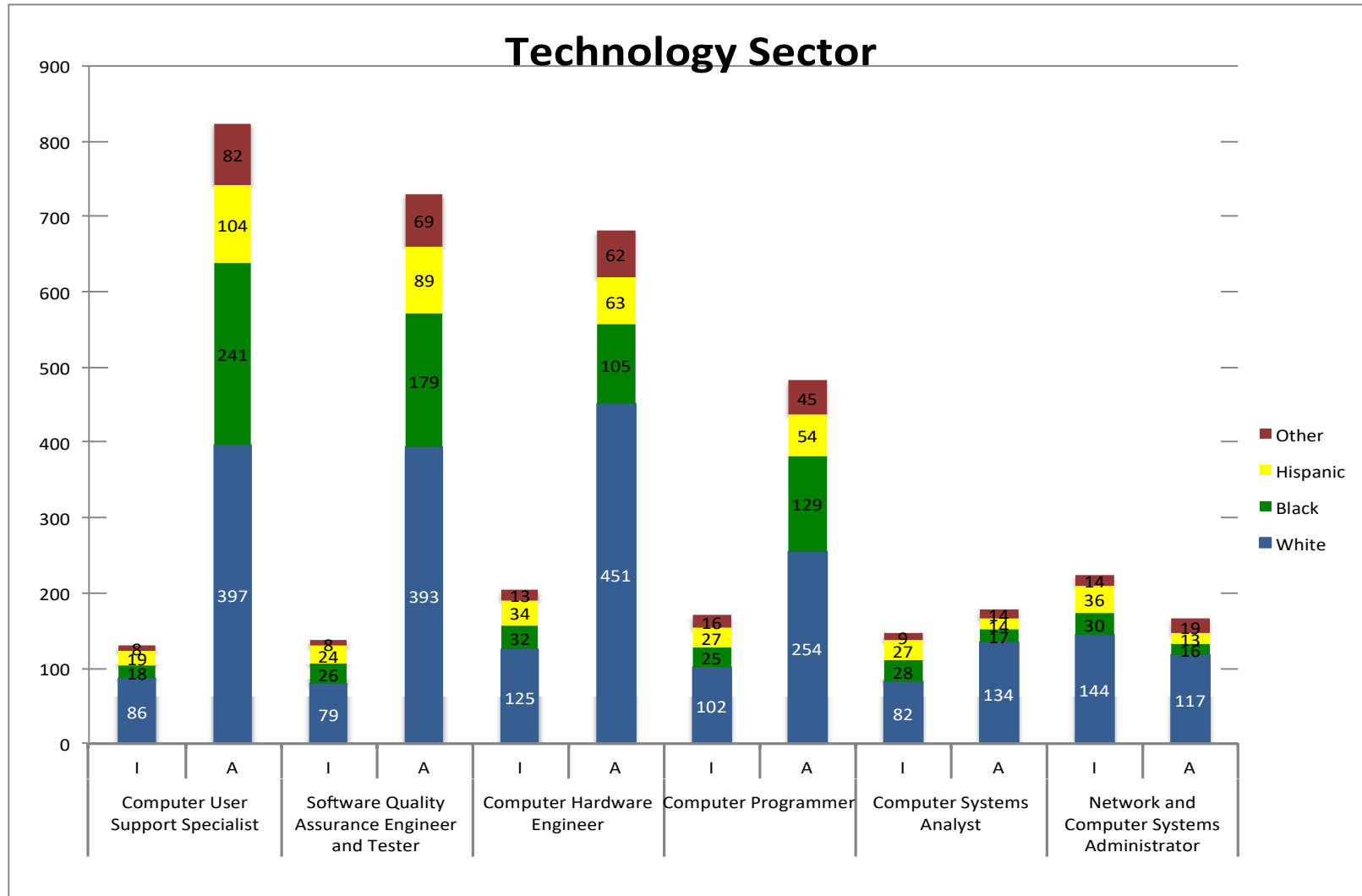
Computer Hardware Engineer

Computer Programmer

Computer Systems Analyst

Network Administrator

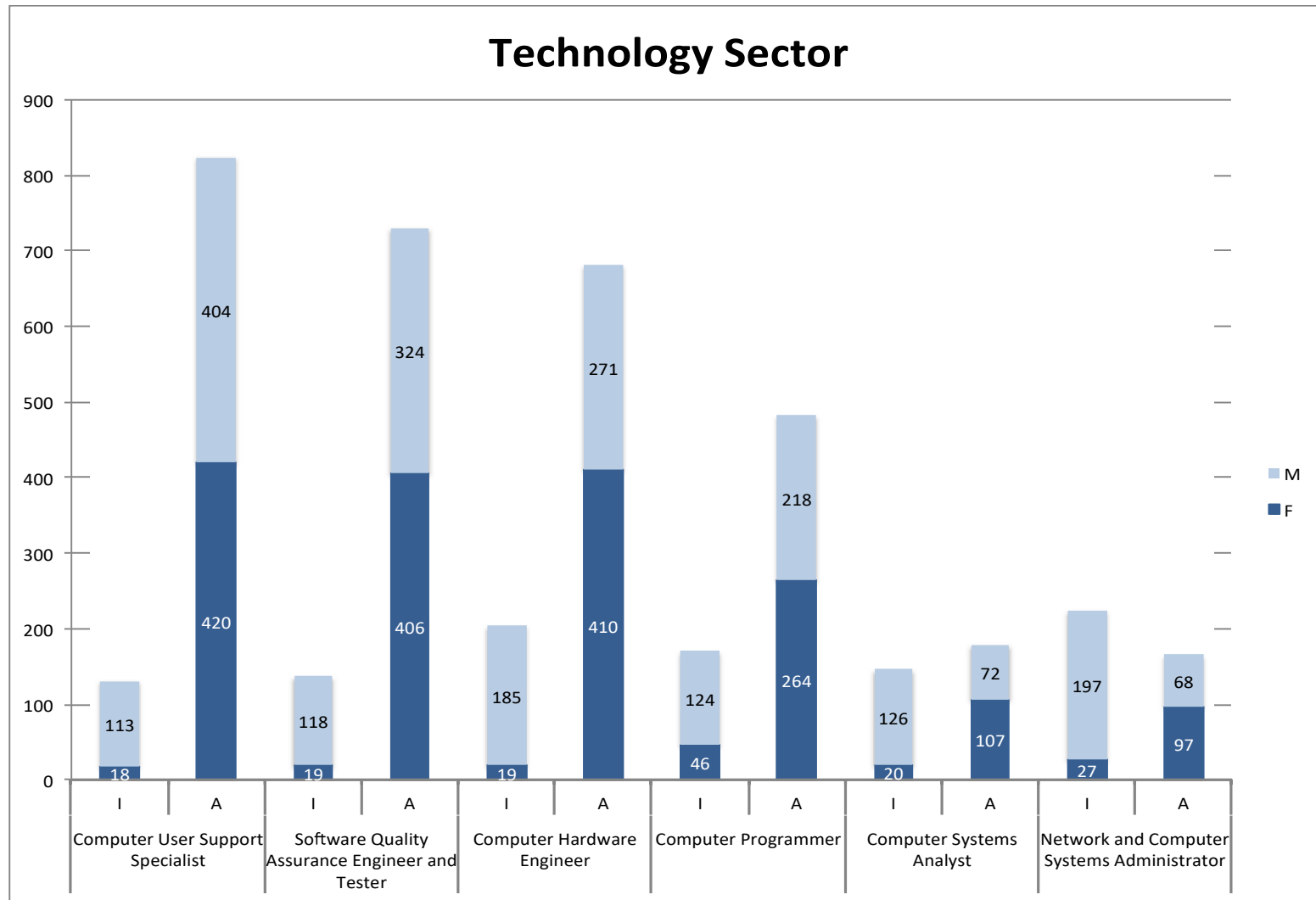
Computer Science: Racially Diverse Talent Pool



YouScience identified a larger, more racially diverse talent pool.



Computer Science: Gender-Neutral Talent Pool



YouScience identified a larger, more gender-neutral talent pool.



- In education, we are faced with great opportunities, and principals must lead the faculty to see assets and strengths in all our students.