



DEFINITION OF COLLEGE AND CAREER READINESS IN IOWA

College and Career Readiness in Iowa: Iowa students who are college and career ready have acquired the necessary knowledge, skills, and strategies to be successful in post-secondary opportunities as demonstrated through multiple sources of evidence, including those generated by students. Iowa students who are college and career ready have successfully:

1. Achieved Proficiency In Essential Content Knowledge



2. Acquired Practical Transition Skills

3. Developed Key Learning Skills And Cognitive Strategies



4. Built A Strong Foundation Of Self Understanding And Engagement Strategies

Definition of Key Terms:

Student: A student is a person who is enrolled in a PK-12 educational program.



Post-secondary opportunities:

Post-secondary opportunities include two or four-year degree programs, certificate or licensure programs, apprenticeships, training programs in the military, on-the-job training, and industry-based certifications.



Multiple sources of evidence:

Multiple sources of evidence imply that data about student learning progressions in each of the four readiness areas has been obtained in a variety of ways.



Outcome categories with description on back side



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Outcome categories with description: The following outcomes begin to define the knowledge, skills and strategies that students who are college and career ready have acquired. The four areas are highly interdependent and mutually enhancing; as students develop skills in one area it enhances the development of skills in other areas.

1. Essential Content Knowledge:



- » Students have the knowledge and skills associated with college and career readiness within the Iowa Core.
- » Students have the academic and technical content knowledge and skills to enroll in and successfully complete credit-bearing post-secondary courses, workforce or military training, certificate or licensure programs, and/or apprenticeship programs.

2. Transition Skills:



- » Students have set goals for school, career, and post-secondary opportunities and are knowledgeable about a wide variety of pathways and requirements to achieve these goals.
- » Students have the practical knowledge and skills needed to successfully navigate transitions within the PK-12 system and develop plans consistent with their goals and aspirations.
- » Students have the practical knowledge and skills needed to successfully navigate through post-secondary program selection and admissions and enter into a career pathway that can provide economic security and personal satisfaction.

3. Learning Skills and Cognitive Strategies:



- » Students are collaborative, reflective learners who apply meta-cognitive skills to better understand their learning strengths and increase their learning capacity.
- » Students are able to set goals, demonstrate persistence, effectively manage time, employ organizational and study skills, and utilize technology to enhance their learning.
- » Students can formulate problems, conduct research, interpret and communicate findings, incorporate feedback and generate innovative solutions.
- » Students can successfully engage in collaborative inquiry and numerous learning processes while valuing diversity and various perspectives.
- » Students can construct meaning for themselves as an active part of the learning development process and begin to understand the world through many sources of information.
- » Students utilize appropriate advocacy skills to make necessary arrangements for accommodations and adaptations to enhance their learning.

4. Built a Strong Foundation of Self Understanding and Engagement Strategies:



- » Students are able to identify and navigate their personal, civic, and social responsibilities to engage in local, national, and global contexts.
- » Students take a leadership role and engage others to address issues that are important to them and the world around them.
- » Students are self-regulated, self-directed, confident, and aware of their strengths and areas for growth. They are able to reflect on feedback and use it appropriately to take action. They demonstrate the ability to take initiative, seek appropriate resources, as well as manage, monitor and modify their effort to accomplish the desired result.
- » Students understand themselves, their values and beliefs, and can comfortably interface (communicate with and build relationships) with others including those with diverse perspectives and backgrounds. They are able to identify and resolve conflicts through various modes.