

A Roadmap to Employability: Integrating Higher-Order Skills Into Curricula and Assessment

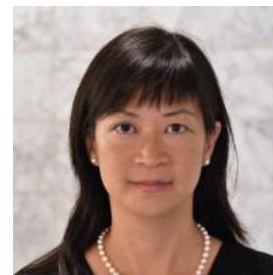
Tuesday, September 19, 2023



Johnny Key
*Partner, Strategos Group, and Former
Secretary of Education, Arkansas
Department of Education*



Doug Mesecar
*Partner, Strategos Group, and
Former Deputy Chief of Staff, U.S.
Department of Education*



Doris Zahner, Ph.D.
*Chief Academic Officer
CAE*

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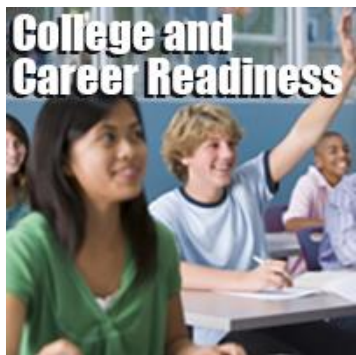
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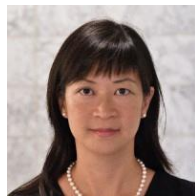
About our speakers ...



Before joining Strategos Group, **Johnny Key** served as Secretary of the Arkansas Department of Education from 2019 to 2023 and as Commissioner of the Department from 2015 to 2019, overseeing the state's 237 school districts and 18 charter school systems. Under Johnny's leadership, the department developed a vision to transform Arkansas into a national leader of student-focused education. Arkansas became a national leader in computer science and literacy education. Johnny was also Vice President for University Relations at the University of Arkansas System from 2014 to 2015. Johnny also served as a state senator in Arkansas from 2009 to 2014, holding leadership positions, including Minority Leader and Chair of the Senate Education Committee, among others. Johnny was a state representative from 2003 to 2008.



Doug Mesecar ranks among the small number of education consultants who have worked as an education policymaker, entrepreneur, and executive in the private sector. He has built a track record of success with deep knowledge about what drives the K-12 market, from the economic buyer to everyday user. A former teacher, Doug served at the U.S. Department of Education as Deputy Chief of Staff for the Department and Assistant Deputy Secretary of the Office of Innovation and Improvement. He also served in the U.S. Congress as a professional staff member for the House Education and Workforce Committee. He held senior executive positions for companies serving the K-12 market, including IO Education (now Illuminate), Sylvan Learning, and Scholastic Education.



Dr. Doris Zahner is the Chief Academic Officer at CAE, where she provides thought leadership and oversees all research and development studies pertaining to CAE's performance-based assessments. Dr. Zahner holds a Ph.D. in cognitive psychology and an MS in applied statistics from Teachers College, Columbia University. In addition to her responsibilities at CAE, Dr. Zahner is an adjunct associate professor at Barnard College and Teachers College, Columbia University, as well as New York University, where she teaches statistics courses to undergraduate and graduate students in the social sciences and public policy.



A Roadmap to Employability: Integrating Higher-Order Skills Into Curricula and Assessment

Learning Objectives

Learn:

- How state and federal funding and policy can support the integration of higher-order skills into instruction, curricula, and measurement
- Insights from the former secretary of education of Arkansas about how to design a K12 educational system that truly prepares students for employability and entrepreneurship
- How higher-order skills connect with and complement content knowledge
- Innovative ways districts are teaching and measuring higher-order skills across curricula



Poll

What is your role?

- a. Teacher/instructor
- b. School Counselor
- c. School Administrator
- d. District Administrator
- e. Other



Poll



Does your
school/district have
Portrait of a Graduate?

Poll

In your opinion, which of the following higher order skills is the most important for students to master?

- a. Critical Thinking
- b. Creative Problem Solving
- c. Communication
- d. Collaboration
- e. Citizenship



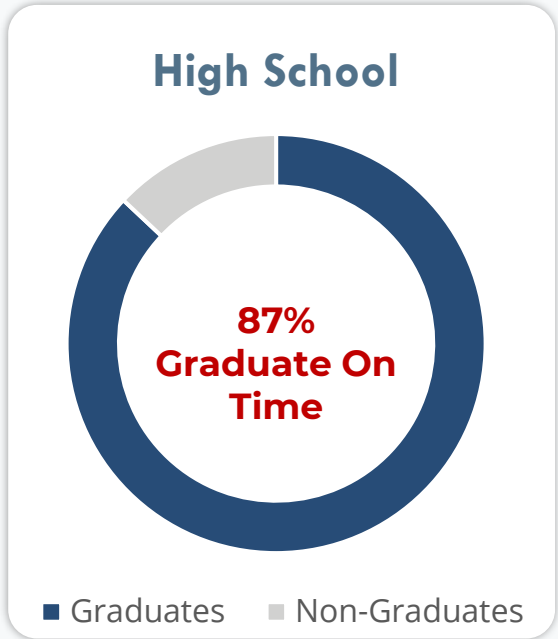
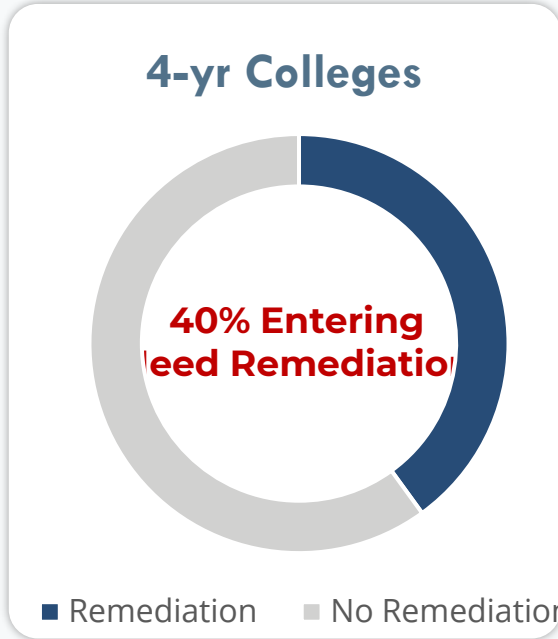
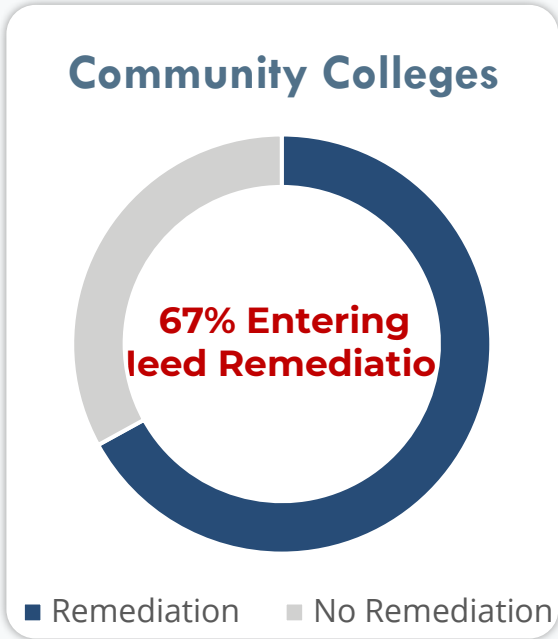


Future Ready Today



Are We Preparing Students for Their Next Step?

- Remedial course work for students entering higher ed is very high
- How can this be with a high average national HS graduation rate?



Source: USDOE



Supporting Higher Order Skills Through Funding and Policy

There are federal programs and policies that can support higher-order skills being integrated into curricula and assessment:

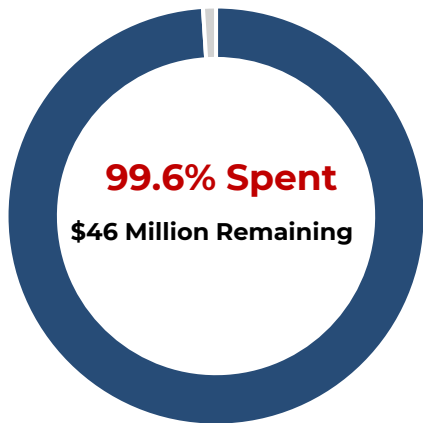
- ESSA requires that state assessments measure “higher order thinking skills and understanding,” and explicitly allowing the use of multiple assessments—including “portfolios, projects, or extended-performance tasks”—as part of state systems.
 - However, most states only do this perfunctorily with a few MC questions on state tests
- Innovative Assessment Demonstration Authority
- Competitive Grants for State Assessment (e.g., Georgia)
- Stimulus funding still available!
- Montana federal testing waiver for “through-year” assessment



Federal Stimulus Spending: National View

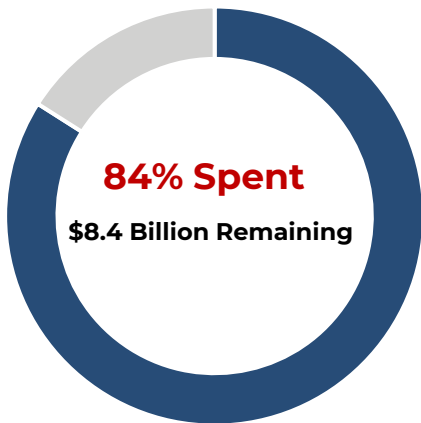
- ESSER Funding Spent by Stimulus Package (as of 7/31/23)
- \$74 Billion Remaining

CARES Act: ESSER I



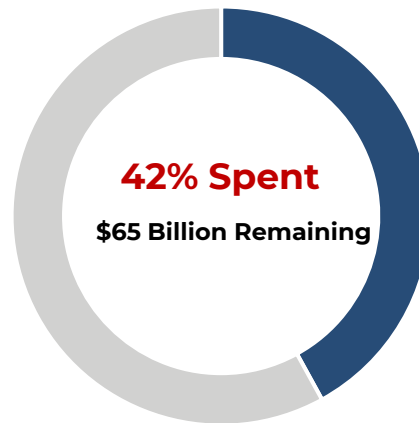
■ Spent ■ Unspent

CRRSA: ESSER II



■ Spent ■ Unspent

ARP Act: ESSER III

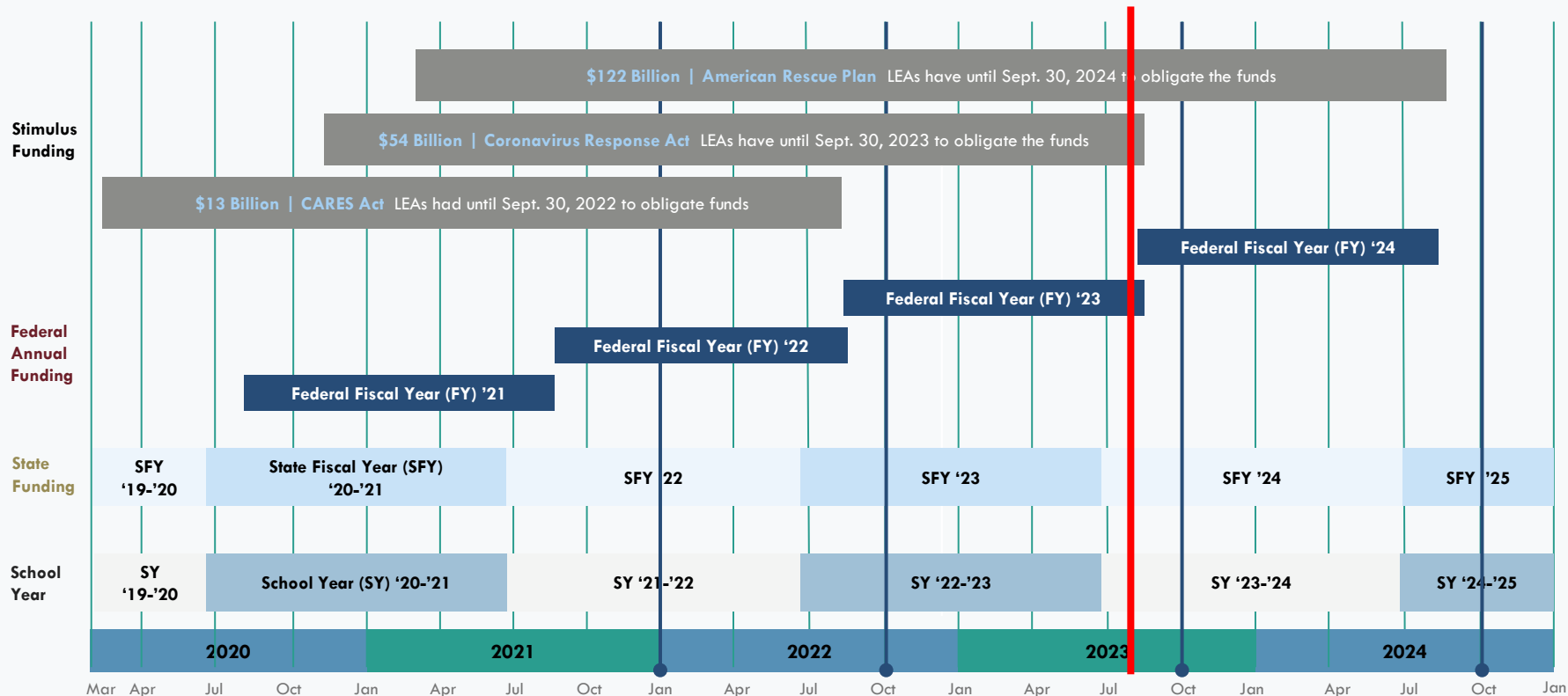


■ Spent ■ Unspent

Source: USDOE



Federal Stimulus Spending Timeline





Supporting Higher Order Skills Through Funding and Policy

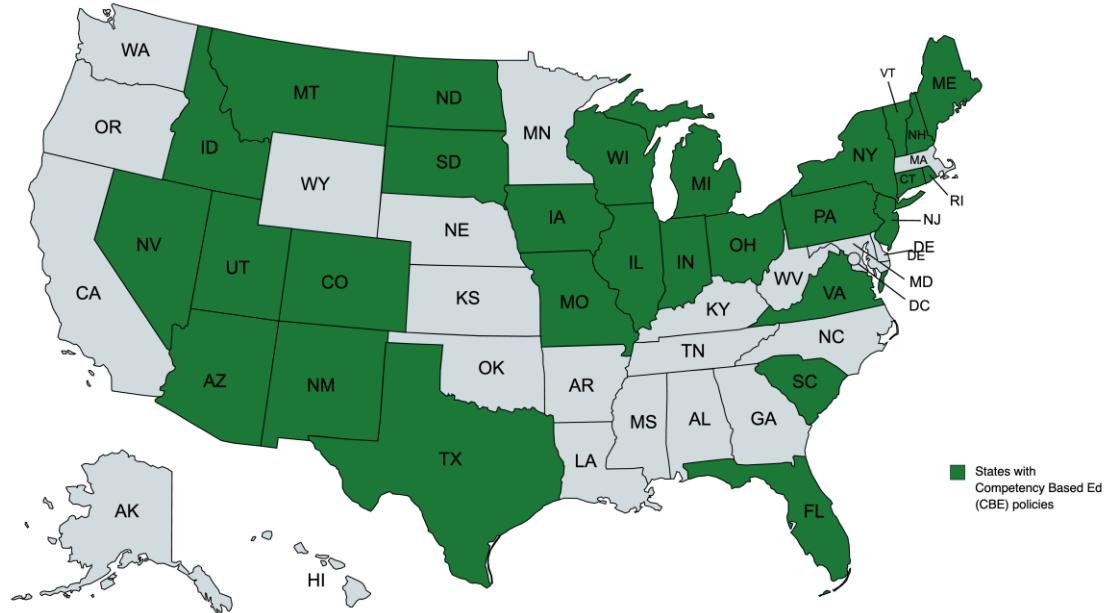
Significant action is at the state level in terms of funding and policy to support the integration of higher-order skills into curricula and assessment:

- 29 States have competency-based education policies or requirements
- 16 States have a Portrait of a Graduate / Graduate Profile
- 15 States are part of CCSSO's Innovation Lab Network
- 6 States are promoting student-centered and/or personalized learning initiatives
- Other State innovations (e.g., Missouri district pilot)



Competency-Based Education

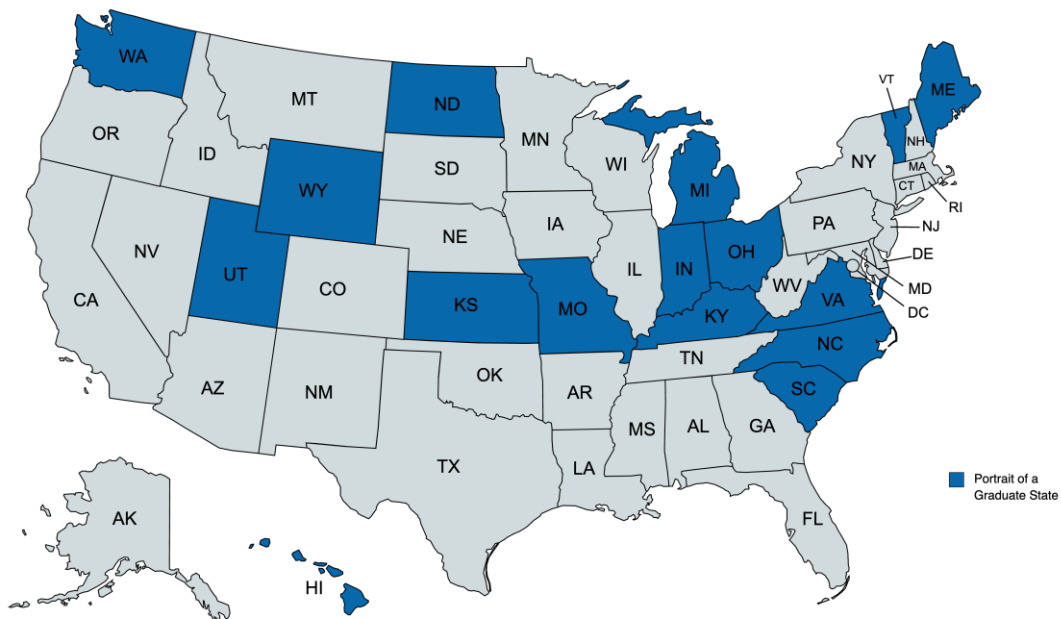
- Many states have some form of competency-based education (CBE) policy in place
- CBE allows for emphasis on higher order skills





Portrait of a Graduate States

- 16 states with a version of a Portrait of a Graduate / Graduate Profile
- Emphasize higher-order skills, but lack measurement
- Many are struggling to implement





▶ **State Leader's Perspective**

The Challenge – Creating Greater Learning Opportunity for ALL Students

- Make learning relevant - Students need to see the application of content knowledge “IRL”
- The adults must create the pathways
- The pathways must start early, and they must be diverse
- The pathways must have vertical progression

The Challenge – Creating Greater Learning Opportunity for ALL Students

Creativity/STEAM

- Odyssey of the Mind, Destination Imagination, eCYBERMISSION

Robotics

- VEX, FIRST

Economics and Entrepreneurship

- Economics Arkansas (Council for Economic Education – councilforeconed.org)
- Network for Teaching Economics (nfte.com)
- CTE Student Organizations - FBLA, FFA, FCCLA

Community Partnerships

Engage Community Organizations

- Business and Industry
- Cultural
- Faith-Based
- State, Local, and Federal Government Entities

Create Collaborative Communication

- Establish meaningful dialogue (more than just events)
- Seek partner expectations and share your standards
- Celebrate success

Project Future Story Southside School District – Batesville, AR

- Partnership between the district and the White River Regional Chamber of Commerce
 - University of Arkansas Community College – Batesville
 - Manufacturers – Bad Boy Mowers, Spartan Mowers,
 - Medical - White River Health System

“...when you put young men and women in charge of their future, they will own it, and they’ll take it to a level that I and others had not event anticipated.”

– Roger Ried, Principal

<https://www.whiterivernow.com/2019/12/17/local-businesses-southside-students-participate-in-project-future-story-celebration/>

Springdale Schools of Innovation

- [Don Tyson School of Innovation \(6-12\)](#)
 - Personalized and accelerated learning connected to arts, business and industry, and post-secondary
 - Clear expectations/proficiency scales
 - Focus on student agency
- [Jim D. Rollins School of Innovation \(Elementary\)](#)
 - Age-appropriate elements aligned with DTSOI
 - Personalized, project-based learning



Academies of Central Arkansas – Ford Next Generation Learning





The missing piece...?

Measurement!



▶ Measuring and Improving
Employability Skills

Poll



If you are measuring your students' higher order Portrait of a Graduate skills, how are you doing so?

- a. Classroom observation
- b. Classroom assessment
- c. Summative assessment
- d. Student survey
- e. Other

Poll

If you are teaching your students' higher order Portrait of a Graduate skills, how are you doing so?

- a. Embedded in coursework
- b. Dedicated module/class
- c. Self-study
- d. After school activities
- e. Other



Why are higher order skills important?



Our research shows that students who perform better on our performance-based assessment of these skills have :

- **Higher cumulative GPAs** at the end of their senior year of college (Zahner & Steedle, 2012).
- **Positive post-university outcomes** as measured by employment, salary, and graduate school enrollment as well as employer ratings (Zahner et al, 2022).

How can we measure these skills?



Real-World Scenarios



Recommend a Solution



No Single "Right" Answer

"Performance assessments can provide extensive and nuanced evidence of student abilities, including meaningful insight into student thinking and performance."

(U.S. Department of Education: Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, Washington, DC, 2021.)

Impact Study

This study was commissioned in order to assess the issues being residents of Bayville as the town considers the possibility of closing the Blue Line subway that connects us to Canton. Resources consulted included: Transit Authority data, public polling, financial projections from the Chamber of Commerce, and financial modeling from a municipal consultant.

Populations	Average Number of Riders per Month	Average One-Way Commute Time (Without Shuttle)	Average One-Way Commute Time (With Shuttle)
Weekday commuters from Bayville to Canton (8:00 am to 5:00 pm)	86,760	29 minutes	62 minutes
Weeknight and weekend commuters from Bayville to Canton	36,800	33 minutes	60 minutes
Visitors from Canton to Bayville	13,207		

Eagle River Transit Authority

Alternative Means of Transportation

Car

A survey indicates that over 50% of Bayville's weekday commuters own cars. Most of them choose to commute by subway for reasons of cost and convenience, but they would be able to drive during the commute. However, the road would be congested and increased air pollution. Shuttle buses are charged for on-street parking in Canton on weekdays. However, Canton officials will not enforce higher charges for the duration of the study project. A study comparing the cost of a high-mile-per-gallon car to a low-mile-per-gallon car for the same. Alternative programs include: RideShare and CarShare, but it is likely that commuters would take advantage of the reduced travel costs to drive workdays when using the Blue Line structure.

By plans to run additional buses to accommodate commuters affected by the Blue Line, we are adding capacity, costs, and overall costs to the system. To ensure all additional drivers will be hired, and current drivers will be paid overtime. To ensure all the needs for the duration of the Blue Line structure, Bayville plans will be able for all cases related to buses.

Bayville has recently added bike lanes on numerous streets, and the bridge that Bayville has dedicated Blue Line will. Bayville residents have received a study plan from the transit authority on 10/22/2021. The plan will have the capacity to accommodate 15,000 riders daily. However, capacity needs to ensure the reliability of the system, because many riders have safety concerns about riding in the dark and conditions.

Performance Task Scoring Rubric

	1	2	3	4	5	6
<p>Analysis and Problem Solving</p> <p>Making a logical decision or conclusion (or taking a position) and supporting it by utilizing appropriate information (facts, ideas, computed values, or salient features) from the Document Library.</p>	<p>May state or imply a decision/conclusion/position</p> <p>Provides minimal analysis as support (e.g., briefly addresses only one idea from one document) or analysis is entirely inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/position</p>	<p>States or implies a decision/conclusion/position</p> <p>Provides analysis that addresses a few ideas as support, some of which is inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/position</p>	<p>States or implies a decision/conclusion/position</p> <p>Provides some valid support, but omits or misrepresents critical information, suggesting only superficial analysis and partial comprehension of the documents</p> <p>May not account for contradictory information (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides valid support that addresses multiple pieces of relevant and credible information in a manner that demonstrates adequate analysis and comprehension of the documents; some information is omitted</p> <p>May attempt to address contradictory information or alternative decisions/conclusions/positions (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides strong support that addresses much of the relevant and credible information, in a manner that demonstrates very good analysis and comprehension of the documents</p> <p>Refutes contradictory information or alternative decisions/conclusions/positions (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides comprehensive support, including nearly all of the relevant and credible information, in a manner that demonstrates outstanding analysis and comprehension of the documents</p> <p>Thoroughly refutes contradictory evidence or alternative decisions/conclusions/positions (if applicable)</p>
<p>Writing Effectiveness</p> <p>Constructing organized and logically cohesive arguments. Strengthening the writer's position by providing elaboration on facts or ideas (e.g., explaining how evidence bears on the problem, providing examples, and emphasizing especially convincing evidence).</p>	<p>Does not develop convincing arguments; writing may be disorganized and confusing</p> <p>Does not provide elaboration on facts or ideas</p>	<p>Provides limited, invalid, over-stated, or very unclear arguments; may present information in a disorganized fashion or undermine own points</p> <p>Any elaboration on facts or ideas tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion); sources of information are often unclear</p>	<p>Provides limited or somewhat unclear arguments; presents relevant information in each response, but that information is not woven into arguments</p> <p>Provides elaboration on facts or ideas a few times, some of which is valid; sources of information are sometimes unclear</p>	<p>Organizes response in a way that makes the writer's arguments and logic of those arguments apparent but not obvious</p> <p>Provides valid elaboration on facts or ideas several times and cites sources of information</p>	<p>Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments</p> <p>Provides valid elaboration on facts or ideas related to each argument and cites sources of information</p>	<p>Organizes response in a logically cohesive way that makes it very easy to follow the writer's arguments</p> <p>Provides valid and comprehensive elaboration on facts or ideas related to each argument and clearly cites sources of information</p>
<p>Writing Mechanics</p> <p>Demonstrating facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage).</p>	<p>Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge</p> <p>Writes sentences that are repetitive or incomplete, and some are difficult to understand</p> <p>Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear</p>	<p>Demonstrates poor control of grammatical conventions with frequent minor errors and some severe errors</p> <p>Consistently writes sentences with similar structure and length, and some may be difficult to understand</p> <p>Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear</p>	<p>Demonstrates fair control of grammatical conventions with frequent minor errors</p> <p>Writes sentences that read naturally but tend to have similar structure and length</p> <p>Uses vocabulary that communicates ideas adequately but lacks variety</p>	<p>Demonstrates good control of grammatical conventions with few errors</p> <p>Writes well-constructed sentences with some varied structure and length</p> <p>Uses vocabulary that clearly communicates ideas but lacks variety</p>	<p>Demonstrates very good control of grammatical conventions</p> <p>Consistently writes well-constructed sentences with varied structure and length</p> <p>Uses varied and sometimes advanced vocabulary that effectively communicates ideas</p>	<p>Demonstrates outstanding control of grammatical conventions</p> <p>Consistently writes well-constructed complex sentences with varied structure and length</p> <p>Displays adept use of vocabulary that is precise, advanced, and varied</p>

Performance Task Scoring Rubric

CCRA+ Assessment Results STUDENT REPORT

Student Name
Institution Name
Spring 2022

OVERVIEW

This report provides an analysis of your performance on the College and Career Readiness Assessment which measures proficiency with critical thinking, problem-solving, and written communication among the top skills colleges and employers want most.

This assessment will help you understand your current level of skills and areas in which you do your academic and career success.

Total Score: 1,231
Your total score is calculated from your scores on the Performance Task and on the Selected Response Questions.

U.S. Percentile Ranking:
This is the percentage of students who score below you. You scored better than 78% of students in the U.S.

Mastery Level: Accomplished
This describes your level of performance based on your total score.

Institution Percentile Rank:
This is the percentage of students who score below you within your institution. You scored better than 99% of students at your institution.

Your Scores in Comparison to Average Scores

Category	Your Score	Average Score in Your School	U.S. Average Score
Performance Task	1,061	997	1,240
Selected Response	1,400	1,235	1,450
TOTAL	1,231		

STUDENT REPORT

PERFORMANCE TASK RESULTS

Score: 1,061

22% Ranking in Your School | 19% Ranking in the U.S.

The Performance Task demonstrated your proficiency with three critical thinking and written communication skills:

- Analysis and Problem Solving
- Writing Effectiveness
- Writing Mechanics

Skill	Your Score	Your School's Average Performance Task Score	U.S. Average Performance Task Score
Analysis and Problem Solving	3	3.4	3.3
Writing Effectiveness	2	3.6	3.4
Writing Mechanics	2	3.9	3.7

ABOUT THE SKILLS

Analysis and Problem Solving
Identifying facts or ideas and logically understanding them.

- Comparing which to solve a problem
- Identifying information that is connected and conflicting
- Analyzing facts and being able to recognize assumptions in arguments
- Evaluating if information is true or false
- Collecting and relating information from multiple sources
- Deciding how you are going to solve a problem
- Selecting the strongest data to support a decision
- Recognizing that a fact may seem something uncertain

Writing Effectiveness
Clearly writing a position.

- Preparing evidence to support an argument
- Organizing facts or ideas in detail
- Creating an argument that is organized and logical
- Including the use of effective transitions
- Considering opposing arguments and seeing the weaknesses in them

Writing Mechanics
Using vocabulary correctly.

- Using correct and complete punctuation
- Writing sentences with correct grammar and syntax
- Using sentences with varied structure and complexity
- Writing effectively

STUDENT REPORT

SELECTED RESPONSE RESULTS

Score: 1,400

99% Ranking in Your School | 77% Ranking in the U.S.

The Selected Response questions demonstrated your proficiency with three critical thinking and analytical reasoning skills:

- Data Literacy
- Critical Reading and Evaluation
- Critique an Argument

Skill	Your Score	Your School's Average Performance Task Score	U.S. Average Performance Task Score
Data Literacy	670	628	533
Critical Reading and Evaluation	683	605	530
Critique an Argument	557	604	529

ABOUT THE SKILLS

Data Literacy
Making inferences and hypotheses based on given results.

- Analyzing data
- Identifying how well the data was collected
- Identifying data that is connected and conflicting
- Recognizing assumptions that may not be accurate
- Supporting or refuting a position with scientific evidence
- Drawing a conclusion
- Evaluating alternate conclusions
- Recognizing when more research is needed

Critical Reading and Evaluation
Supporting or refuting a position.

- Analyzing logic
- Identifying assumptions in arguments
- Evaluating if information is true
- Identifying connected and conflicting information
- Making inferences based on the information available

Critique an Argument
Detecting logical flaws and assumptions that may not be true.

- Addressing information that could strengthen or weaken an argument
- Evaluating alternate conclusions

STUDENT REPORT

Mastery Level

Accomplished means that you can:

- Use information, identify key facts, and make inferences
- Identify false claims
- Identify the credibility of sources
- Support an independent argument
- Support your response clearly and in an organized way

U.S. Free mastery levels:

Developing → Proficient → Accomplished → Advanced

Learn more about mastery levels.

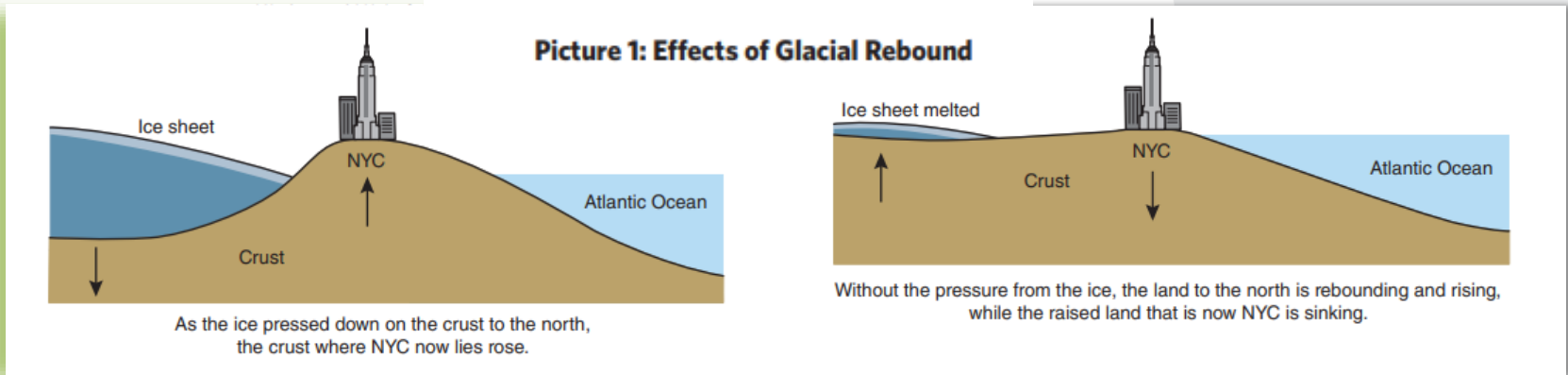
Mastery Levels at Your School Compared to National Norms

Mastery Level	U.S. Average	Your School	U.S. Sample
Developing	17%	10%	10%
Proficient	29%	18%	31%
Accomplished	53%	53%	30%
Advanced	1%	1%	1%

New York City Is Sinking

Part A: How is NYC Sinking?

About 100,000 years ago, an ice age began that affects New York City even today. During the ice age a sheet of ice, called the Laurentide Ice Sheet, expanded across modern-day Canada and the northern United States. The ice sheet covered almost 15,000,000 square kilometers and was up to 3,048 meters thick in some areas. The ice mass pressed down on the North American Plate of Earth's crust in the north, forcing the crust down into the mantle. South of the ice sheet, the crust rose up. Think of this much like how a teeter-totter works: push down on one side and up goes the opposite side.



Question 1: Explain the reasons why New York City is sinking. Use evidence from the text and graphics to support your answer.


New York City Is Sinking

Part B: Sinking Lands and Rising Seas

Just how do scientists determine that New York City is sinking? They use the same technology that we use to travel to a place we haven't been to before: GPS (Global Positioning System). GPS readings are made based on the distance between specific markers and GPS satellites. While we use these readings to help us find a route to a store or home, the readings can also be used by scientists to measure elevation, or the height of the land.

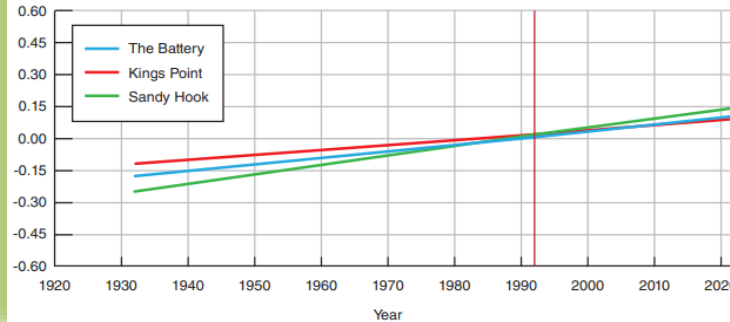
Table 1: Land Subsidence at Three Sites in New York City

Location		Rate of Subsidence (mm/yr)
Kings Point	(Queens)	-0.83
The Battery	(Lower Manhattan)	-2.15
Sandy Hook	(Staten Island)	-3.07



The map shows the five boroughs of New York City: Manhattan, Bronx, Queens, Brooklyn, and Staten Island. Three specific sites are marked: Kings Point in Queens (red dot), The Battery in Lower Manhattan (blue dot), and Sandy Hook on Staten Island (green dot). The Hudson River and New York Harbor are also labeled.

Graph 1: Relative Sea Level Trends

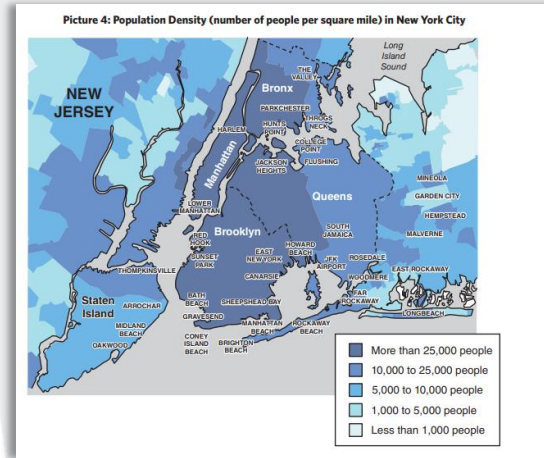
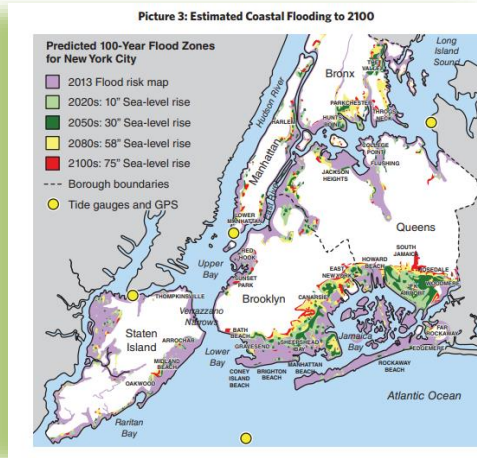


Question 2: How quickly are parts of New York City sinking, and which factor, sea-level rise or subsidence, is contributing most?

New York City Is Sinking

Part C: New York City and Coastal Flooding

Worldwide, the oceans are rising. The amount of increase varies by location. The main causes are ice melt from global warming and expansion of seas due to warmer water temperatures. Along the east coast of North America, scientists predict the slowing of the Gulf Stream current will also affect rising seas.

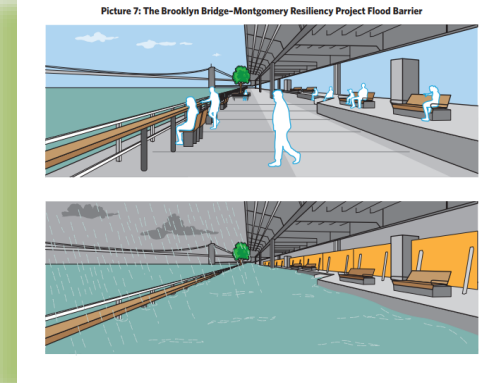
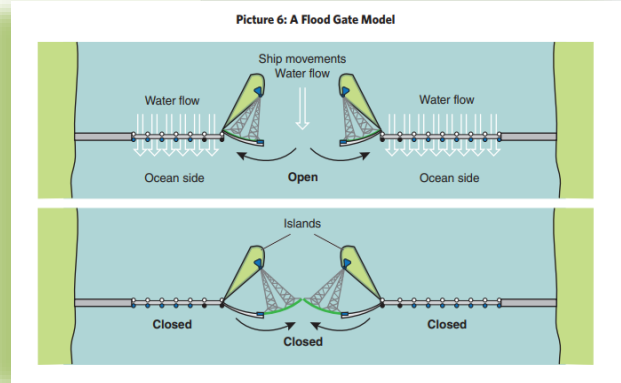
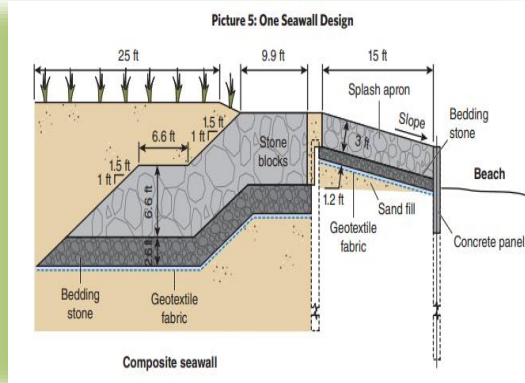


Question 3: Evaluate which areas of NYC are most vulnerable to sea-level rise and land subsidence in the next century and describe the factors you considered in your evaluation.

New York City Is Sinking

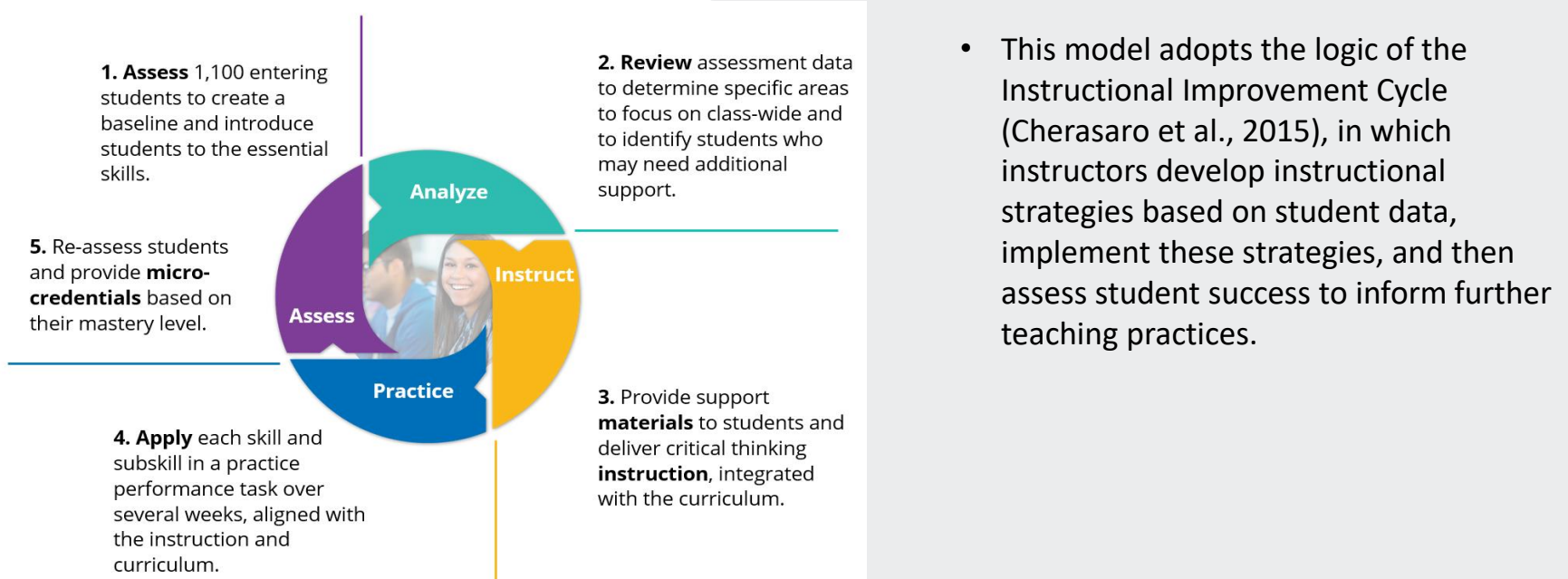
Part D: Finding Solutions

New York City has 64 locations that need flood protection, and each has several possible solutions. Solutions may be structural, non-structural, or nature-based, with some on land and some in the water. Structural solutions are building projects such as seawalls, flood gates, more efficient storm drains, and moveable or temporary barriers. Non-structural solutions might include early warning systems or better wetland management. Nature-based ideas include seeding oyster reefs, increasing plant cover on beaches and in marshes, and restoring natural wetlands.



Question 4: Consider one of the three sites on the map in Picture 8 and explain why one of the structural solutions to a sinking NYC would work best in that location.

Integrating Curriculum and Measurement



Cherasaro, T. L., Reale, M. L., Haystead, M., & Marzano, R. J. (2015). *Instructional improvement cycle: A teacher's toolkit for collecting and analyzing data on instructional strategies*. (REL 2015-080). Regional Educational Laboratory Central. <https://files.eric.ed.gov/fulltext/ED556126.pdf>

Poll

What is or would be the greatest challenge to teaching and/or measuring higher order skills?

- a. Time to create assessment or materials
- b. Available class time
- c. Too many other requirements
- d. Teacher and/or administrator buy-in
- e. Budget





Q & A



CAE

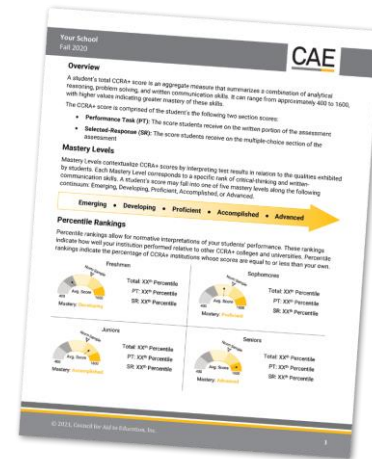
Actionable Insights to Support Student Growth

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Career Readiness
Assessment for
grades 6–12

60-minute
performance
task and 30
minutes of
selected
response
questions

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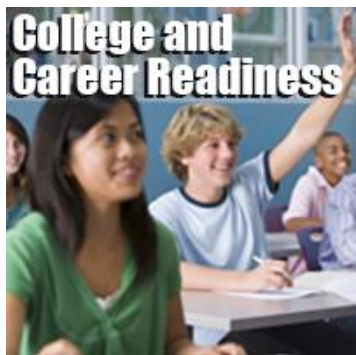


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Thank you for attending!



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