

# The Tools 21st Century Teachers Need to Make Urban Students College and Career Ready

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Great Teachers for Our City Schools



# Key Assumptions

- New teachers need a set of skills and beliefs that go beyond simply teaching “the basics”
  - These include:
    - A deep and more comprehensive understanding of what it takes for students to be college and career ready
    - An understanding of the difference between *college eligible* and *college ready*
    - A belief that college readiness and career readiness are similar enough in key ways that it is unnecessary and unproductive to sort or segregate students based on adult determinations of students’ futures
    - A belief that “intelligence” is malleable and not fixed and that achievement is a function of effort, not some sort of vague measure of “ability”

# Four Key Dimensions of College Readiness

## Key Cognitive Strategies

Problem formulation, research, interpretation, communication, precision and accuracy

## Key Content Knowledge

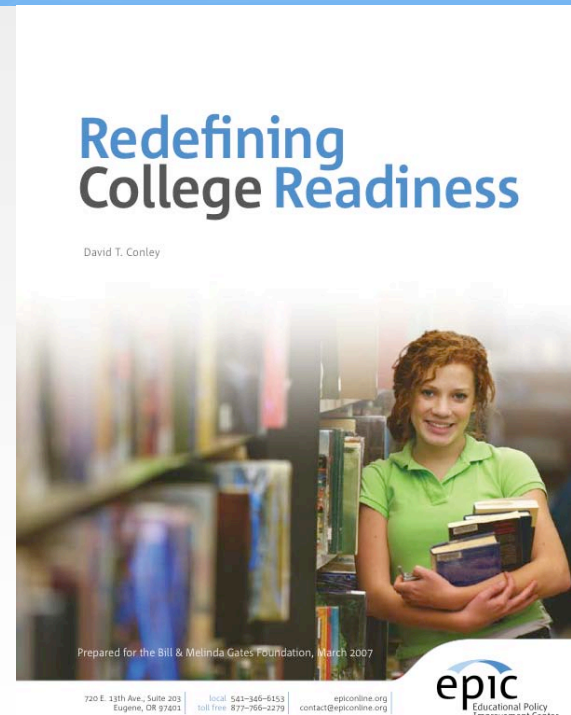
Key foundational content and “big ideas” from core subjects

## Academic Behaviors

Self-management skills: time management, study skills, goal setting, self-awareness, persistence

## Contextual Skills and Awareness

Admissions requirements, college types and missions, affording college, college culture, relations with professors

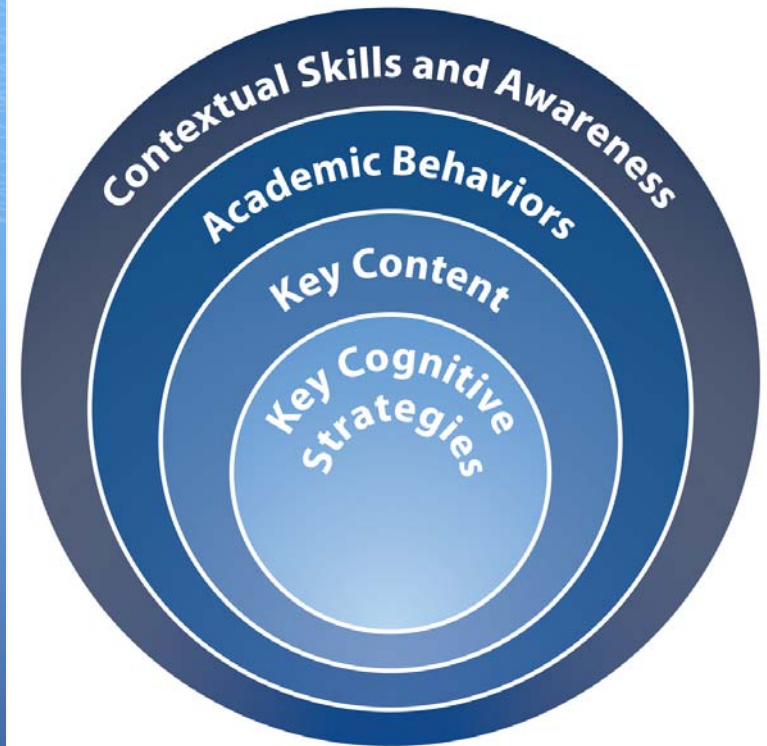


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# The Four Key Dimensions of College Readiness

- Key Cognitive Strategies and Key Content Knowledge should be thought of as co-equal and interdependent
  - Students can only develop their cognitive capabilities in the context of challenging, appropriate content
- Academic Behaviors can be as important to success as content knowledge
- Contextual Skills and Awareness (“College Knowledge”) is information often not available to students who would be first-in-family to attend college



For more detailed information, see:

