CAREER AND COLLEGE READY ADVISORY COMMITTEE REPORT
An overview of the recommendations for insuring Dysart students will graduate career and college ready and equipped with the new century skills necessary to be successful
CAREER AND COLLEGE READY ADVISORY TEAM OVERVIEW

The Dysart Unified School District Governing Board established a strategic plan focused on raising the relevance and rigor of education in the Dysart District. Insuring students are equipped with the skills necessary to meet the challenges and opportunities in a 21st century global society are at the heart of the plan. The goal is to graduate all students ready for college, career and a productive life in this new century. Dysart is dedicated to going beyond providing preschool through grade 12 students with just the educational basics. To accomplish the strategic plan goals the district must work collaboratively with all stakeholders and actively involve parents and community members as partners. To help accomplish this task a College and Career Readiness Advisory Committee was established in April, 2013.

The committee process was designed to generate a profile of the Dysart graduate who is fully prepared for college or a career when they leave the system. The Career and College Ready (CCR) Advisory Committee was composed of business and community leaders, government leaders, representatives from higher education, parents, students, teachers, administrators and staff tasked with analyzing information about what skills are needed to prepare students for success in college or in 21st century careers.

The following objectives were set forth and accomplished by the CCR Advisory Committee:

- to create a dialogue among stakeholders regarding the skills and knowledge necessary to prepare Dysart students to be successful in a career or in college.
- to develop a shared understanding of where the district is currently with addressing that goal.
- to develop a profile of a Dysart graduate who is equipped with the necessary skills and knowledge to be successful in the new century.
- to create a report to be utilized for strategic planning.

The remainder of this document provides a final report of the process and the recommendations of the CCR Advisory Team. This work would not be possible without the dedicated members of the Advisory Committee. In addition, credit must be given to the administration and staff at the campuses and departments across the Dysart District who contributed to the work of this group. Finally, the Dysart Governing Board Members must be applauded for their vision and support of this critical work.
Advisory Team Members

- Todd Aakhus, Higher Education
- Valerie Roderick, Higher Education
- EJ Anderson, Higher Education
- Amanda Burke, Higher Education
- Michael Hawkins, Principal
- James Greishaber, Principal
- Shelly Isai, Principal
- Amy Hartjen, Assistant Principal
- Michele Caruso, Parent
- Nanette Burnett, Parent
- Donya Davis-Seay, Parent
- April Beck, Counselor
- Kristie Martorelli, Teacher
- Holly Johnston, Teacher
- Eric Bennett, Teacher
- John Williams, Government Leader
- Christina Ramirez, Government Leader
- Lynn Selby, Government Leader
- Spencer Isom, Government Leader
- Romony Heng, Support Staff
- John Andrews, Support Staff Administrator
- Gabe Loyer, Support Staff
- Julia Ebel, Support Staff
- AB Jackson, Business
- Matt Kinney, Business
- Karston Pound, Student
- Analisa Mendez, Student
- Hector Gonzales, Student
- Ryan Verpooten, Student
Facilitators

- Thom Dickerson, Director of Career and Technical Education
- Teresa Heatherly, Director of Curriculum and Assessment
- Dr. Gail Pletnick, Superintendent
- Christy Diaz, Technology Training Specialist

Sessions

The sessions planned for the CCR Advisory Committee were interactive, engaging and resulted in compelling conversation between informed stakeholders. The two sessions were designed to build and expand on the knowledge and dialogue needed to accomplish the CCR Advisory Committee’s objectives. The information below provides an overview of each CCR Advisory Committee meeting.

Session 1: Career and College Ready-Planning the Future: External and Internal Information
Date: April 22, 2007 6:00 PM - 8:00 PM
Location: Dysart Learning Center, Board Room

Presenters:

The Global Perspective
Ken Kay, CEO
EdLeader 21

The Arizona Perspective
Information provided by the Greater Phoenix Education and Economic Development Council

Outcome: Understand the skills and knowledge needed from the global and local perspectives
Session 2: Insuring Dysart Students Graduate Career and College Ready: Reflect, Analyze, Synthesize and Recommend
Dates: April 30, 2007 6:00 PM – 8:00 PM

Overview of the Work Being Done in Dysart
Teresa Heatherly, Director of Curriculum and Assessment
Thom Dickerson, Director of Career and Technical Education
Dysart Unified School District

Facilitated Activities:

Reflection
Committee members were assigned to small groups for the reflection activity utilizing a discussion organizer to facilitate the conversation. Reflections focused on the following:
Based on the definition of college and career ready provided, what are the essentials to be considered? The speaker’s information, research articles and other resources and committee members own experience and expertise should be utilized to reflect on this question from a
• Global perspective
• Arizona perspective, and
• Dysart perspective.

Analyze
Using the information discussed as part of the reflection activity the small groups analyzed the information utilizing a discussion organizer to facilitate the conversation. The following questions were addressed:
What is currently in place in Dysart to accomplish the goal of graduating all students career and college ready?
What gaps have been identified that need to be addressed to accomplish this goal in Dysart?

Synthesize
Groups worked through facilitated processes to build a profile of a DUSD graduate who is career and college ready. The focus question was:
What is the profile of a career and college ready graduate?
Recommendations
As a whole group the committee answered the following question:
What should we expect to see in our schools if we are successfully preparing all DUSD graduates to be career and college ready?

The group made recommendations about what must be implemented in Dysart to achieve the goal of career and college readiness.

Outcomes: Develop a profile of a Dysart graduate prepared for career and college and make recommendations on how to prepare students that can be utilized to inform the strategic plan process (See Appendix)
Resources and References

Speakers

Ken Kay, CEO, EdLeader21
Thom Dickerson, Director of Career and Technical Education
Teresa Heatherly, Director of Curriculum and Assessment

Additional Resources

Welcome to the Digital Generation (4:26), from Edutopia, reminds us of all the technological changes since the World Wide Web became widely available less than 20 years ago, and how different our children’s lives are as a result.

Rethinking Learning: The 21st Century Learner (4:00), from the MacArthur Foundation, lets us hear from some of the most influential innovators in digital learning.


PROFILE OF A DYSART GRAD CAREER AND COLLEGE READY

And Recommendations

Appendix Contents

- Profile- Appendix A
- Recommendations- Appendix B
APPENDIX A

Profile of a Dysart Unified School District Career and College Ready Graduate

The committee reviewed research and data and engaged in facilitated consensus building that included reflection, analysis, and synthesis activities. The CCR Advisory Committee produced a profile of a Dysart Unified School District graduate who is career and college ready.
APPENDIX B

CCR Advisory Committee’s Recommendations For Implementation

- Determine common definitions for the profile skills and establish how to assess the skills
- Determine the connections to what is currently in place in the district
- Communicate the profile and build community consensus of what this profile means for a Dysart student
- Embed the profile skills throughout the curriculum, through professional development and training and in instructional resources across all grade levels and content areas
- Recognize and utilize training resources and staff to support delivery of education that addresses profile skills
- Establish common and coordinated expectations for the skills to be embedded across all learning environments
- Provide for continual research and collaboration with effective models for addressing these profile skills