

I3/SLC College Access Time Resource Teacher

Job Description

MINIMUM QUALIFICATIONS

1. Master's degree with valid Kentucky Teaching Certificate
2. Five (5) years successful high school teaching experience
3. Ability to work successfully with people

DESIRABLE QUALIFICATIONS

1. Demonstrated leadership ability
2. Demonstrated ability to write distinctly and to organize data
3. Experience in planning, developing, and conducting in-service programs
4. Certified Guidance Counselor

DUTIES

1. Professional Development

- Provides ongoing training and support for advisors
- Attends training sponsored by technical assistance providers and district staff regarding advisory programs
- Provides technical assistance to district and school staff in area of assignment.
- Delivers technical assistance in the design and implementation of workshops and training programs as required.
- Provides staff training as assigned to meet district goals and objectives.
- Assists teachers and other staff in the area of effective instructional and class management techniques.

2. Leadership

- Serve as the chair of the advisory focus team
- Acts as data liaison with district and outside agencies performing program evaluations
- Solicits input from teachers, students, parents, and the community at-large regarding the advisory program.
- Assists the school counselors with scheduling issues pertaining to size, composition, and continuity of advisory program
- Assists the school leadership with linking the advisory program to the school mission and other programs
- Collaborates with school and district "safety net" programs to provide services to students without duplication
- Collaborates with Extended School Services (ESS) coordinator to create individualized intervention programs
- Collaborates with the technical assistance consultant regarding program implementation

3. Curriculum Development

- Assists with the design & development of CAT curriculum

- Obtains and creates topical advisory lessons and activities

4. Data

- Provide student information data for program advisors
- Provides feedback to appropriate district and school staff on implementation of and compliance with policies and standards related to area of assignment.
- Gathers data as needed to complete assignments.

5. Other duties as assigned

Jefferson County Public Schools College Access Time (CAT) Guidelines for School Leaders

CAT stands for College Access Time, which is another name for advisory. CAT may go by different names in different schools (e.g., MAP or Advisory), but it is a common element of JCPS' efforts to improve high schools. JCPS received a highly competitive "Investment in Innovation," (I3), grant from the U.S. Department of Education. The grant—"Making Time for What Matters Most" - provides resources for developing and implementing effective practices.

The goals for CAT are to do the following:

- Ensure focused, evidence-based lessons for College Access Time to advance postsecondary skills and monitor student progress
- Build knowledge of and use of college (and career) ready skills and habits
- Improve students' sense of affiliation with adults and peers
- Strengthen peer-to-peer relations and perceptions of peer support, particularly within career themes

The CAT curriculum includes lessons and activities that allow teacher and students to work together to achieve the following objectives:

1. Developing career interests and motivation
2. Supporting application and financial assistance planning
3. Developing college knowledge
4. Developing 21st Century Skills
5. Building teams and relationships
6. Developing life skills
7. Monitoring students' academic progress
8. ACT preparation
9. Intervening with subject-specific remediation

The objectives were developed and defined by the CARTs in JCPS over a multi-year period and were informed by experiences with JCPS students in CAT, as well as external research on what students need to be college and career ready.

CAT is not normally intended to be:

Homeroom, extra prep time to grade papers, a chance for students to "just hang out", silent reading, study hall, or snack time. It is also not intended to provide an opportunity to pull students out for other purposes not related to post-secondary readiness (e.g. individual disciplinary or attendance pullouts), a "free period" for assemblies, or to insert random topics of school interest unrelated to the objectives listed above.

College Access in CAT

While it is true that not every student will choose to go to college, it is certainly important to make sure that every student has the skills and knowledge needed should they choose to go. There is also much recent research about college preparation and the alignment with current demands of the workplace. Advisory like CAT is one way to provide the skills and knowledge needed for both college and careers that otherwise might not find a way in to the curriculum.

Over time, each school will be developing resources, lesson plans, and activities that will help teachers guide advisees through the process of becoming ready for college. The district will also be collecting resources and lessons for schools to share and use to support CAT, posted to JCPS online.

The role of CARTS (College Access Resource Teachers)

These will vary somewhat by school but often share characteristics. Typically CARTS will:

- need to select and adapt, or write lessons, and need to monitor implementation of lessons in classrooms, conducting walk throughs and gathering student work samples
- likely also have responsibility for organizing certain kinds of events as most schools do this through CAT. For example: Junior Achievement program, college representative visits, panel discussions, coordinating job shadowing opportunities, etc.
- organize student surveys, which are often conducted during CAT time
- collaborate with counselors, technology teachers, and administration to coordinate CAT content with typical school practices and cycles about similar topics and events
- organize completion of Individual Learning Plans (ILPs)

A more complete suggested job description to draw from is provided (see page xxx).

Another important role is monitoring student progress toward the objectives. CAT doesn't use a formal testing structure, but many lessons will include evidence of student learning and it is normally part of the CART's role to periodically gather evidence from some classes to determine where students perform relative to the objectives, and what the trends in learning needs seem to be.

As principal you will probably want to designate the specific responsibilities of CARTs and monitor the successful implementation of CAT at your school. You have the flexibility to meet the needs of your students, and these guidelines are meant as a support in meeting that goal. What is certain is that your CART will benefit if you are clear about their specific responsibilities and what they are accountable for. Research recommends early communication each year, a clear plan, with accountability measures in place, and that you supervise implementation of CAT with the rigor of any other course at your school.

Jefferson County Public Schools College Access Time (CAT) CAT Instructional Framework for School Leaders

Developing sound instructional practices is as important in CAT lessons, as in any other course in your school. While the instruction for CAT sessions is usually coordinated by a designated college access resource teacher (CART), you should expect the same structural planning as you would of all teachers in your building. Specifically, you should expect to see:

- A **curriculum map** describing the sequence of objectives for all four years of a students' experience at your school.
- **Unit plans** may or may not be present, but there should be evidence that the curriculum map is coherent and complete (see *Criteria for Effective College Access Time Curriculum Mapping* on page 2).
- Likewise, you should expect CAT lessons will follow the elements of the **Curriculum Instructional Framework (CIF)**: Establishing Engagement, Fostering Connections, Deepening Understanding, and Making Meaning. Your school may have a local adaption of this framework, but the elements should be similar.
- Lessons should explicitly focus on **objectives for CAT** with learning targets clearly connected. These should be public, clear, and as much as practical, measurable.
- **Evidence of student learning** should be planned for, gathered, and examined (at least by your CART and leadership staff). This may include classroom walk through data, student work, survey data, or teacher/administrator/community partner observations/reflections).

CAT lessons should be chosen to maximize the interaction among students, invite reflective self-awareness, and emphasize open-ended problem solving. You would rarely see a quiz or test in advisory. Journal writing, small group discussion, presentations, and research using various formats and resources on the other hand, would be very common. In particular, current district instructional recommendations are trying to promote (especially) four goals:

1. Increase the rigor of instruction, building on key skills and knowledge
2. Increase the level of independence for student learning, making students the primary thinkers and doers.
3. Create authentic contexts for much of the work students do, modeling work of practitioners in the field whenever practical, and connect to student interests and needs
4. Differentiate learning so that all student needs can be met

A bank of lessons is housed on JCPS online in an online group for CARTs. (Lessons are drawn from the bank or new ones developed to meet the needs of your students).

Tools for Considering College Access Time Quality

Criteria for Effective College Access Time Curriculum Mapping

Effectiveness	Learning Objectives	Lesson Sequence	College/Career Readiness
Effective	<ul style="list-style-type: none"> • Targets CAT learning objectives that clearly drive the majority of topics • Identifies / <i>Can</i> statements (learning targets) that are central to the targeted objectives • Covers most objectives in depth, and has lessons sufficient to assure proficiency in all objectives over the course of four years 	<ul style="list-style-type: none"> • Presents topics in a logical order so they coherently flow from one to another allowing students to deepen understanding and/or apply learning • Connects to high school and college schedules to take advantage of natural event cycles and deadlines • Presents topics specific to students' school stage, e.g., transition to high school and college 	<ul style="list-style-type: none"> • Identifies probable evidence for demonstrating student learning (or allows for inference about probable evidence) • Implies learning that is focused primarily on post-high school needs for students (college and career readiness)
Needs Improvement	<ul style="list-style-type: none"> • Connects to objectives but topics may be indirect or questionably important to college/ career readiness • Lists / <i>Can</i> statements that seem either somewhat superficial or are indirectly connected to objectives • Covers objectives incompletely and/or unevenly 	<ul style="list-style-type: none"> • Implements lessons that are self contained that do not have clear connections from lesson to lesson and/or a logical transition to new objectives • Sequences lessons seemingly independent of external factors • Presents topics connected to objectives, but without clear connection to students' school stage 	<ul style="list-style-type: none"> • Identifies activities that may connect to objectives, but does not explicitly produce evidence of learning • Presents topics that may connect to personal interest, but may not consistently connect to post-high school needs

Possible questions to consider when evaluating lessons:

1. How broad and deep is the coverage of the objective(s)/learning target(s) that are addressed?
2. What opportunities are built in to have students use higher order thinking skills, (e.g., apply, analyze, synthesize, evaluate)?
3. How authentic is the context for the lesson? Is it focused on essential questions? Real-world contexts? Important themes? Personal experience/interest?
4. To what degree are students the primary thinkers and doers?
5. Are there ideas for differentiating the lesson for students with differing knowledge and skill bases?
6. What general observations do you have about the lesson (e.g., formatting, wording)?

Possible questions to consider when evaluating student work:

1. What overall trends or patterns in student performance do you notice in students' work related to the standards/learning targets, positive and negative?
2. What's the nature of the work that students are struggling with? Does it require higher order thinking or learning basic facts? Did any students demonstrate desired outcomes in these areas?
3. What additional supports could be provided to help low-performing students improve?
4. What might be done to enrich and extend successful students' learning?
5. What does student feedback (verbal, nonverbal) tell me about how well students' needs are being met?
6. What general observations, conclusions, and suggestions do you have?

Possible questions for you to ask your CART:

1. Have you worked with counseling, other related in school programs, and community partners (e.g. Junior Achievement) to coordinate the timing of curriculum, and if so, how?
2. What are the focus objectives for CAT at each grade level and why were they chosen?
3. Why did you lay out the curriculum in the way you have in your curriculum map?
4. How are you developing (or choosing) the lessons to meet the objectives in your curriculum map?
5. What major events, field trips, and school wide activities are part of the curriculum? What support will you need to accomplish them (if there are some)?
6. What is your plan for collecting evidence to demonstrate effective teacher implementation and student learning?
7. What additional clarification or support do you need from me to effectively do your work?

Objective	Learning Outcomes	Example I Can Statements
Developing career interests and motivation	Students will: <ol style="list-style-type: none"> 1. participate in ILP activities and completion. 2. develop a career inventory. 3. participate in college and trade school fairs. 4. hear speakers from various professions (and/or former graduates). 5. complete learning styles inventory(ies). 	<ul style="list-style-type: none"> • I can produce an ILP that accurately represents my current career, education, and life goals. • I can develop a career inventory that is connected to my personal interests and reflects my skills and knowledge. • I can participate in college and trade school fairs and can gather information that is relevant to my future goals and interests. • I can complete learning styles inventories and can explain my strengths and weaknesses based on the results.
Supporting application and financial assistance planning	Students will: <ol style="list-style-type: none"> 1. learn about the importance of, and learn to complete, the FAFSA. 2. find scholarship information and learn how to complete applications (ILP supports this). 3. learn to find and complete college and job applications 4. learn ways to save for college. 5. learn how to make and stick to a budget. 6. learn the risks of credit cards. 7. develop financial literacy through junior achievement. 8. write college essays required for admission or scholarships. 	<ul style="list-style-type: none"> • I can complete the FAFSA with accurate information about myself and family and can use both estimates and final tax records for financial information. • I can search for, find, and complete scholarship applications that I am qualified for. • I can find and complete applications and essays for colleges and/or jobs I am interested in. • I can explain ways that I can save for college and the pluses and minuses of different approaches. • I can manage personal finances, including making a realistic personal budget and explain positives and negatives of using credit.

Objective	Learning Outcomes	Example I Can Statements
Developing college knowledge	Students will: <ol style="list-style-type: none"> 1. learn how to “survive” college <ol style="list-style-type: none"> a. e.g. choosing a roommate, registering for classes, finding a tutor, self advocacy b. time management c. differences between professor’s expectations vs. high school expectations (e.g. homework practices, office hours) 2. develop cognitive skills important for success such as: <ol style="list-style-type: none"> a. discussion with adults and with peers b. application of knowledge to new situations c. note taking 	<ul style="list-style-type: none"> • I can explain basic needs for surviving in college that include things like choosing compatible roommates, registering for classes, finding support resources if I am having trouble, and asking for help when I need it. • I can describe and demonstrate effective methods of managing time that work for me. • I can develop effective arguments to support my opinions using facts and evidence. • I can apply things I know to solve problems and make arguments. • I can take notes to summarize main points from different types of presentations.
Developing 21st Century Skills	Students will: <ol style="list-style-type: none"> 1. understand the importance of good academic skills for future success. 2. develop skills to compete for scholarships, college admission, and/or careers in a global marketplace. 3. use SOS theme related norms and routines 	<ul style="list-style-type: none"> • I understand and can explain how the things I learn are important for meeting my future goals. • I can learn the skills I need to compete with others for college admission, scholarships and careers. • I can explain and behave as people in typical careers in my school’s theme behave when in the workplace.
Building teams and relationships	Students will: <ol style="list-style-type: none"> 1. participate in “getting to know you” challenges. 2. work together to accomplish specific tasks in common to learn to cooperate effectively and work well with classmates. 3. engage in upperclassmen-underclassmen peer advising. 	<ul style="list-style-type: none"> • I can represent who I am and what my needs are to others I work with. • I can cooperate and work well with others to accomplish a task and appreciate others’ points of view. • I can work in various roles with others including following directions, recording information, leading, and fully contributing to a task. • I can work with another student and show that I value the experiences and advice of others. • I can work with other students who are both older and younger and adjust my behavior to fit the situation.

Objective	Learning Outcomes	Example I Can Statements
Developing life skills	Students will: <ol style="list-style-type: none"> 1. learn about the destructive consequences of bullying, and develop personal strategies for dealing with it. 2. learn about: <ul style="list-style-type: none"> • Suicide prevention • Conflict resolution • Anger management • Time management and organizational skills 3. develop strategies for maintaining healthy relationships and making positive choices. 4. participate in community service. 5. use technology to conduct research and present information. 6. communicate effectively, and understand the importance of good communication skills. 	<ul style="list-style-type: none"> • I can recognize the signs of bullying and the causes and consequences of it, and use strategies to stop bullying from happening to me or to others. • I can explain the signs of suicidal thoughts and understand how to deal with them in myself and others. • I can describe strategies for maintaining healthy personal relationships and explain how I apply them in my own relationships. • I can participate in community service that is organized for me, or that I volunteer for on my own. • I can use technology to conduct research and present information in different formats. • I can communicate my thoughts and understanding through verbal, written, and multi-media forms, as needed.
Monitoring students' academic progress	Students will: <ol style="list-style-type: none"> 1. deconstruct transcripts to understand personal progress. 2. set goals to match personal and career interests. 3. plan ahead for appropriate course work for the future to meet goals. 4. learn the financial connections between grades / learning. 5. participate in one on one conferences to support them in making good decisions. 6. maintain a current, accurate ILP as needs and interests change. 7. learn about and take college-bound courses. 	<ul style="list-style-type: none"> • I can analyze transcripts and explain my progress toward high school graduation and my personal post-high school goals. • I can set realistic goals for myself that line up with my personal and career interests. • I can plan course work that will help me meet my goals, and explain the choices I have made connected to personal and career interests. • I can update my ILP to accurately reflect my changing needs. • I understand which courses will prepare me for college/career, and take ones that are appropriate for my future goals. •

Objective	Learning Outcomes	Example I Can Statements
ACT preparation	Students will: <ol style="list-style-type: none"> 1. learn test taking skills, e.g., eliminating obviously wrong answers, reading all the choices before answering. 2. review relevant content in order to “brush up” prior to taking a test. This can be done either by unpacking the standards, or with practice items. 3. learn to understand the College Readiness Standards Report (from ACT) and what it tells them about their college preparation. 4. become familiar with the ACT format (e.g. timed testing, question structure). 	<ul style="list-style-type: none"> • I can access and utilize the www.act.org website to get scores or prepare for the test. • I can register and attend an ACT prep class • I can take the ACT multiple times to improve my score • I can participate in the PLAN test my sophomore year • I can participate in the ACT diagnostic • I can take personal ownership for my ACT performance by active involvement in multiple ACT events/activities • I can set goals for reaching ACT benchmarks using PLAN results as my personal reference point • I can research online to find out the ACT requirements for colleges and universities I am considering attending • I can read the College Readiness Standards report and explain what the results tell me about my college preparation.
Intervening with subject-specific remediation	Students will: <ol style="list-style-type: none"> 1. participate in Math and English pullouts and ESS. 	<ul style="list-style-type: none"> • I can take advantage of opportunities to catch up on material I don’t understand, if I need to. • I can try my best to learn from remediation sessions, if I am asked to attend.