



OKLAHOMA GEAR UP

POSTSECONDARY CULTURE RUBRIC

Date Completed: _____

The overarching goal of cultivating a postsecondary-going culture is for all students to be prepared for a full range of postsecondary options through structural, motivational, and experiential postsecondary preparatory opportunities.

Postsecondary-going cultures are likely to exist in schools where:

- Students are expected to achieve high academic standards in a postsecondary preparatory curriculum.
- The school staff is collectively committed to students’ postsecondary goals.
- Postsecondary education is a visual reality.
- Informal and formal communication networks promote and support postsecondary expectations.

Fundamental precursors to creating a postsecondary-going culture include:

- A commitment from the school leadership team and staff.
- An understanding that all teachers and counselors are postsecondary counselors.
- A dedication to a partnership model of postsecondary preparation that includes active involvement from teachers, counselors, administrators, and families.

Directions: As a team, please review each phase of the postsecondary-going rubric and circle where you feel your district is in its current endeavors.

Postsecondary-Going Culture:

Phase 1	Phase 2	Phase 3	Phase 4
Student Expectations			
Selected students are considered capable of taking rigorous coursework.	Some staff members have high expectations for all students with discrepancies based on socioeconomic status, ethnicity, gender, etc.	Most staff view students as capable of learning rigorous content and high-level thinking with a school wide focus on raising expectations for all students.	All students are viewed as potential high achievers with a school-wide focus on sustaining high expectations for all students.

Phase 1	Phase 2	Phase 3	Phase 4
Few students believe that postsecondary education is attainable.	Some high-achieving students see postsecondary education as a goal and take the rigorous classes to prepare.	Most students see postsecondary preparation as a normal part of their schooling with most students putting forth the effort to succeed in high-level classes.	All students and adults see postsecondary education as expected; support is available to all students through tutoring, counseling, interventions, etc.
Academic Goals			
Few school-wide academic achievement goals are identified with little or no teacher collaboration.	School-wide academic achievement goals are identified but are vague with minimal awareness among teachers or students.	Data is used to identify needs and create a plan for specific, concrete and focused goals.	Disaggregated data is used to target improvement for various groups of students.
Students are “tracked” by perceived ability into homogenous groups.	Some progress is made to provide wider access to rigorous courses to more students; learning tends to be only loosely tied to standards-based curriculum.	Placement of students in rigorous courses is coordinated to increase access for all students; staff has identified and addressed needed changes in teaching practices.	All students have access to classes that prepare them for postsecondary education; all students are taught the same rigorous curriculum by qualified teachers.

Family-Community Connections:

Phase 1	Phase 2	Phase 3	Phase 4
Communication			
Communication with stakeholders is inconsistent and one-way (to inform only).	Some stakeholders receive general information about postsecondary education with some effort to address language and cultural barriers.	Communication is mostly two-way and regularly informs most stakeholders about the development of a postsecondary-going culture.	Creative strategies are used to engage all stakeholders in the development of a postsecondary-going culture as evidenced by a wide participation in informational meetings and other school activities.
Communication is often used to convey negative information about students to families.	Some positive communication to students and families is inconsistently provided; information on what students are learning is vague.	Most students and families are regularly informed regarding student accomplishments; most stakeholders understand what students are learning and why.	All stakeholders are partners in a shared goal to raise student achievement; communication is used to celebrate successes and acknowledge efforts as well as address areas of concern.

Phase 1	Phase 2	Phase 3	Phase 4
Families are encouraged to contact teachers and counselors only during scheduled conference times.	Families are encouraged to contact teachers and counselors if there are problems or crises.	Information about student assessment and grading procedures is available, and families are encouraged to contact teachers and counselors.	Families understand student assessment and grading procedures. They contact teachers and counselors when there are questions or there is a need for clarification.
Leadership			
No GEAR UP Leadership Team is in place, or team is formed but seldom meets.	GEAR UP Leadership Team is in place but functions in isolation from school-wide reform efforts.	GEAR UP Leadership Team communicates with most key stakeholder groups in the development of a postsecondary-going culture that is integrated into school-wide reform efforts.	GEAR UP Leadership Team communicates regularly with all key stakeholders in order to develop a postsecondary-going culture that is integrated into school-wide reform efforts.
Partners			
District/Board involvement consists mainly of centralized mandates.	Some district personnel are utilized as resources.	District personnel are supportive of school efforts; district and school goals match; school needs are addressed in a timely manner.	District personnel work in collaboration with the school; school strengths and accomplishments are recognized at the district level.
There is limited involvement of community and postsecondary partners.	Community and postsecondary partners are invited to participate in some planning activities.	Some community and postsecondary partners regularly participate in leadership team planning and implementation efforts.	Many community and postsecondary partners are included as an integral part of the district's infrastructure.
Strategic Thinking			
No consistent vision and strategic planning is used.	Vision and mission statements are published but not used strategically to move all stakeholders to a shared direction.	Shared vision is known and accepted by most stakeholders and used for a student-focused agenda.	All stakeholders are regularly engaged in actualizing the shared vision and mission.

Phase 1	Phase 2	Phase 3	Phase 4
Data Use			
There is little understanding of the use of data for planning and for facilitating desired outcomes.	There is some use of data, but it is usually limited to test scores; some data is interpreted and shared with stakeholders.	Most stakeholders understand and use data to examine needs and create school and district plans and activities.	Data is used regularly to develop, implement, and modify the school improvement plan; there are formative assessments given to all students on a consistent basis.
Meeting Focus			
Meetings focus on operations and information dissemination; agendas are usually adult centered.	Some meetings focus on student achievement and provide some opportunities for staff involvement.	Meetings are focused on teaching and learning; various data and research is used for discussion and planning.	Meetings regularly focus on using disaggregated data, stakeholder input, research, and professional reading.
Resources			
Few staff are aware of resources available to support efforts to raise student achievement.	Some programs and resources are loosely coordinated, with inconsistent impact on students.	Resources are identified and utilized through a coordinated process by most stakeholders.	Integration of all resources maximizes impact on student achievement, and school-wide plans include a systemic process for identifying, obtaining, and expanding resources.

Rigorous Academic Curriculum:

Phase 1	Phase 2	Phase 3	Phase 4
Access to Rigorous Courses			
Only selected students are enrolled in rigorous courses.	Some students have access to rigorous courses, including concurrent enrollment, in all content areas.	Most students have access to rigorous courses, including concurrent enrollment, in all content areas.	Master schedule is planned with rigor in mind for all students and rigorous courses, including concurrent enrollment, are offered in all content areas.
Academic Support			
Little support is available to assist “low-achieving” students to build their capacity to succeed in rigorous coursework.	Interventions are offered to some students, but they lack challenging content and are not worthy of students’ time.	Support is provided to most students to give them access to grade-level appropriate curriculum that is challenging, worthy of their time, and provides development of higher-level thinking skills.	All students have access to support and enrichment that contains grade-level appropriate rigorous content, encourages higher-level thinking and uses a variety of resources, including up-to-date technology.
Alignment to Postsecondary Standards			
Courses are not aligned with the ACT standards; few students are engaged in rigorous standards-based projects and tasks.	Some courses are aligned with state and/or ACT standards. Some students in selected courses engaged in standards-based projects and tasks.	All math and literacy courses are aligned with state and ACT standards; most students are engaged in rigorous, standards-based projects and tasks.	All courses are aligned with state and/or ACT standards; all students are engaged in rigorous standards-based projects and tasks.
Evidence of Success			
Few students meet the ACT college readiness benchmarks.	Some students meet the ACT college readiness benchmarks.	Most students meet the ACT college readiness benchmarks.	All students meet the ACT college readiness benchmarks.

High Quality Teaching:

Phase 1	Phase 2	Phase 3	Phase 4
Teacher Qualifications			
Few classrooms are taught by highly-qualified teachers.	Some classrooms are taught by highly-qualified teachers.	Most classrooms are taught by highly-qualified teachers.	All classrooms are taught by highly-qualified teachers.

Phase 1	Phase 2	Phase 3	Phase 4
There is a high percentage of new teachers each year.	There is significant teacher mobility. Some fully-qualified teachers stay.	Few teachers leave, and most highly-qualified teachers stay.	Highly-qualified teachers are committed to staying and encourage others to apply.
Professional Development			
Student data and input from teachers is rarely used to identify professional development needs.	A few professional development sessions use data and input from teachers to determine the agenda and activities.	Most professional development is based on student and teacher needs as determined by data analysis and teacher input.	Analysis of student data is built in to all decisions on professional development needs and implementation.
Professional development is often a one shot event with participants viewed as passive recipients.	Some professional development is comprehensive and rigor-focused with practical applications.	Most professional development is comprehensive and rigor-focused with practical applications.	Comprehensive school-wide professional development emphasizes all teachers as learners.
Standards-Based Learning			
There is little discussion of aligning standards-based curriculum within and across grade levels and disciplines; little time is set aside to plan collaboratively.	There is a small amount of time dedicated to discussing alignment of standards-based curriculum across grade levels and disciplines.	Regular meetings are held within and across grade levels and disciplines for alignment of standards-based curriculum. Time is devoted to common planning and vertical teaming.	Regular meetings are held within and across grade levels and disciplines for strategies to align standards-based curriculum school-wide. <u>Sufficient</u> time is allotted for vertical teaming and common planning.
Authentic Learning			
Instructional strategies are primarily passive.	A few teachers utilize active instructional strategies to engage students.	Most teachers draw from a toolkit of interactive instructional strategies and activities to engage students.	All teachers draw from a toolkit of interactive instructional strategies and activities to engage students.

Intensive Academic Support:

Phase 1	Phase 2	Phase 3	Phase 4
Student Assessment			
Student progress is not monitored on a regular basis.	Student progress is monitored and is primarily used only to identify which students are receiving a failing grade. (Example: eligibility lists)	Student progress is monitored regularly to identify student progress <u>by standard.</u>	Student progress is monitored regularly. Assessments are designed to identify student progress <u>by standard, by learning target.</u>
Support Programs			
Few or no tutoring services are available to students.	Students with academic difficulties may receive tutoring at school. Services are available outside of the school day. (before/after school)	Students with academic difficulties may receive tutoring at school, including during a time built into students' normal school day.	When teachers' assessments show a student needs academic intervention, they are <u>required</u> to attend such an intervention during a time built into students' normal school day.
Academic Enhancement			
Advanced coursework is available on a limited basis for students viewed as high achieving.	Advanced coursework programs are available to most students who are willing to do the work.	Staff actively encourage students to consider concurrent enrollment and Advanced Placement courses. Programs are available to all students who are willing to do the work. (For concurrent enrollment, students do have to meet state requirements.)	Staff actively encourage students to consider concurrent enrollment and Advanced Placement courses. Programs are available to all students who are willing to do the work. The school provides information sessions for students and their families to learn about these course options and assist in enrollment.
There are few student academic clubs. Many may participate in sports, but there is little involvement in academic extracurricular activities.	Some students participate in academic extracurricular activities, but participation is inconsistent.	Many students participate in academic extracurricular activities. There is consistent involvement.	Many students participate in academic extracurricular activities. There is consistent involvement. Students view these activities as preparation for their academic futures.

Career Readiness

Phase 1	Phase 2	Phase 3	Phase 4
Planning for Postsecondary Education			
Students participate in academic assessment to identify strengths, but there is little career exploration.	Students participate in academic assessment as well as identification of natural aptitudes, but there is little career exploration.	Students participate in assessments of interests, academics, and aptitudes. There is a system in place for exploring careers matching assessment results.	Students participate in assessments of interests, academics, and aptitudes. There is a system in place for exploring careers matching assessment results. Students explore chosen career paths further through postsecondary campus visits, career fairs, and job shadowing.
Student have an ICAP on file, but few students have an actual academic plan for postsecondary education.	Most students have an academic plan for what type of postsecondary education they will attend, but the plan is not tied to an actual career path.	Most students have an academic plan that is tied to a chosen career path. This career choice is based on academics, interests, and aptitudes.	All students have a specific academic plan tied to a chosen career path. Students are aided in determining which specific postsecondary institutions they wish to attend and creating goals for a specific career.
Little postsecondary information is provided to students and families.	Some postsecondary information is available from the counselor for students who choose to seek it.	Postsecondary information is provided in a variety of models; all staff are knowledgeable about postsecondary education and provide information to students using a variety of strategies.	All stakeholders develop and implement multiple ways to provide information, including integration with classroom curriculum, and collaboration with high school and postsecondary institutions. Faculty and counselors empower students with postsecondary preparation skills and knowledge.
Counselor as Advocate			
Counselor serves as gatekeeper and limits access to postsecondary prep courses and opportunities, saving them for the “smart kids.”	Counseling practices include encouraging and assisting a majority of students to access information about postsecondary prep courses.	Counselor advocates for all students and encourages all students to achieve at high levels.	Counselor advocates for all students and encourages all students to achieve at high levels. Counselor also motivates other stakeholders to encourage students to achieve at high levels.
Phase 1	Phase 2	Phase 3	Phase 4

Coordinated Services			
The school plan does not include a coordinated approach to provide services for students; many students fall through the cracks.	A set of loosely related services defined as “counseling and guidance” are performed almost exclusively by counselors.	Coordinated services are linked to a plan to provide services to most students; some prevention and intervention services are available.	Coordinated services are easily accessible to all students; the school utilizes an ongoing system for referrals and progress monitoring.
Counselors operate in isolation from school, community, and district and tend to work with students exclusively on an individual basis.	Counselors may coordinate with other school staff, but most of their time is spent on administrative and technical tasks (such as testing).	Counselors develop close alliances with teachers and link their work with students in the classroom; focus is on student academic preparation and career guidance.	Counselors develop close alliances with teachers and link their work with students in the classroom; focus is on student academic preparation and career guidance. Counselors are an integral part of the school leadership team, sharing their expertise to improve learning for all students.
Few students are served effectively because counselors often overloaded with administrative tasks and responding to daily crises of individuals.	Counselors utilize the strengths and leadership of teachers and families to provide a more effective service delivery system for the most at-risk students.	Counselors, in collaboration with other stakeholders, plan ways to utilize internal and external resources more effectively so most students’ needs are met.	Ample services and programs are integrated to build a school-wide support services system. All students receive what they need; barriers to learning are effectively addressed.

Postsecondary-Going Identity:

Phase 1	Phase 2	Phase 3	Phase 4
First-Generation Postsecondary Preparation			
No postsecondary preparatory activities are provided to first-generation students and families.	Postsecondary preparatory activities are occasionally offered for families, but participation is minimal.	Postsecondary preparatory activities are offered regularly for families in the school; postsecondary and community partners are involved in planning and implementation of these activities.	Families and partners are involved in planning postsecondary preparatory activities and participate in events at school and on postsecondary campuses. Activities include those specifically targeting families with no postsecondary experience.

Phase 1	Phase 2	Phase 3	Phase 4
Outreach to Families			
<p>Outreach to families about postsecondary preparation consists mostly of traditional mailings, flyers, and mass emails.</p>	<p>Outreach to families about postsecondary preparation consists of traditional means as well as modern methods such as social media and messaging apps.</p>	<p>Outreach strategies to inform families about postsecondary preparation include creative ideas for increasing family engagement and information.</p>	<p>Outreach strategies to inform families about postsecondary preparation include creative ideas and utilize researched best practices to ensure that all families receive information on postsecondary preparation.</p>
<p>Few participate in family events for postsecondary information. Scheduling, site accessibility, language translation, and child care are not considered when planning events.</p>	<p>Scheduling and site are considered with regards to convenience for families; basic translation is provided but may not meet the needs of all families.</p>	<p>Most family events are scheduled at times and places convenient for students and families; adequate child care and translation services are provided.</p>	<p>Families and community leaders partner with staff to develop accommodating schedules and locations; adequate child care and translation services are provided; partners assist the school in advertising events to increase family attendance.</p>
<p>Families do not know how to access postsecondary information from the school.</p>	<p>Information on postsecondary prep classes, admission requirements, and financial aid is given on a limited basis targeting high-achieving students and their families.</p>	<p>Staff members work together to see that most students and families are informed about classes that will enable students to succeed in a postsecondary prep program in high school; information on college admission requirements and financial aid are disseminated to most students and families in a variety of ways throughout the year.</p>	<p>Educators, community groups, and postsecondary partners work together to ensure that all families have access to essential information about classes that will enable students to succeed in a postsecondary prep program in high school; admission requirements and financial aid are disseminated to all students and families in a variety of ways throughout the school year.</p>