

MetLife

The MetLife Survey of THE AMERICAN TEACHER

Preparing Students for College and Careers
Part 1: Clearing the Path

The MetLife Survey of the American Teacher: Preparing Students for College and Careers

The MetLife Survey of the American Teacher: Preparing Students for College and Careers examines the priority that **all** students graduate from high school prepared for college and careers, what being college- and career-ready entails, and the implications of this goal for teaching. The results are based on a national survey of 1,000 public school teachers (grades 6-12), 2,002 public school students (grades 6-12), 580 parents of public school students (grades 6-12), and 301 business executives from Fortune 1000 companies conducted in fall 2010. In addition, education thought leaders and teacher leaders participated in a related online strategy session.

The findings are being released in two reports during the first quarter of 2011:

- Part 1: Clearing the Path examines the importance of being college- and career-ready, what this level of preparation includes, and what it may take to get there.
- Part 2: *Teaching Diverse Learners* looks at differences in student needs, how teachers address them and how well students feel their needs are being met.

Message from MetLife

In our lives and in our work, it is important to be prepared for new opportunities as well as the uncertainties of the future. By almost any measure, a good education is the best preparation for the opportunities and obstacles that may lie ahead. Unfortunately, too many students in the United States and many other nations are not gaining the knowledge and skills needed for future success.

As a result, our nation is now engaged in an important debate about priorities and standards of education in the 21st century. There is also dialogue among the states and with other countries regarding how best to serve the needs of society, the economy, individual students, and the educators who nurture them. In this context the voices and findings shared in the new *MetLife Survey of the American Teacher: Preparing Students for College and Careers* truly resonate.

A decade ago, the MetLife Teacher survey asked, "Are We Preparing Students for the 21st Century?" The responses revealed a misalignment between students' aspirations and the expectations of parents and teachers. This time around, in addition to revisiting the issue, we also took a closer look at what adequate preparation actually entails. The results shed light on the opportunities and tools that might better prepare America's students to be competitive in a global economy.

MetLife has great respect for teachers. We have conducted this annual survey for 27 years in order to share their important voices with other educators, policymakers, and the public. This year for the first time, in addition to the opinions of students and parents, the survey adds the voice of employers by including corporate executives.

All of us have a role to play in ensuring that students gain the knowledge and skills needed to be successful in their education, careers, and personal lives. We encourage you to join us in examining and sharing the results of this survey and in discussing its implications.

C. Robert Henrikson

C. Robert Jewihan

Chairman of the Board, President and Chief Executive Officer

MetLife, Inc.

The MetLife Survey of the American Teacher: Preparing Students for College and Careers

Part 1: Clearing the Path

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The MetLife Survey of the American Teacher: Preparing Students for College and Careers

Part 1: Clearing the Path

Summary

Part 1 of the survey examines views among middle and high school teachers, students, parents and Fortune 1000 executives on the importance that students graduate from high school prepared for college and a career, on what being college- and career-ready entails and on what needs to be done for all students to achieve this goal. Teachers, parents and business executives from Fortune 1000 companies also identify priorities among some of the most common education reform proposals, including several that are on the agenda for the reauthorization of the Elementary and Secondary Education Act in 2011.

There is broad agreement that each and every student should graduate high school ready for college and a career, but clear differences exist as to how high a priority this should be. Teachers in urban schools and high-need schools and parents believe more strongly that this should be one of the highest priorities for education than do executives or teachers overall.

In larger numbers than in the past, most middle and high school students expect to go to college and get a bachelor's degree or higher. Teachers, however, believe that nearly a third of students in their school will not graduate high school ready for college, and that nearly half will not graduate from college.

Looking at what constitutes preparation, teachers, parents, and executives believe that higher-order, cross-disciplinary skills (such as writing, critical thinking, and problem solving), and self motivation and team skills are more important for college preparation than higher-level content in mathematics and science. Executives place much greater emphasis than the other groups on the capacity for team work.

The report also draws on student and teacher responses to show characteristics of a "college-going" school culture. A majority of students believes their school emphasizes college readiness, while many teachers, and especially parents, believe that schools could be doing a better job of informing students about the steps to take to be prepared to get into college and to finance their education. A lack of information from schools is particularly pronounced among middle school students and parents.

On the question of how to reform education to meet the expectation that all students graduate high school ready for college and careers, the survey documents varying views. Although the stakeholder groups agree that measuring teacher effectiveness, redesign of the school day and calendar, more ability to remove teachers not serving students well, expansion of public school choice, and helping diverse learners should all be priorities, they differ in their ratings of highest priorities in terms of investment of resources. Parents and executives place highest emphasis on schools being able to remove teachers who are not serving students well. In contrast, the majority of teachers says that removing teachers who are not performing well for students should be an aspect of reform, although at a lower priority. The largest proportion of teachers says that strengthening programs and resources to help diverse learners with the highest needs meet college-and career-ready standards should be one of the highest priorities in education, as does a significant proportion of parents.

Among the major findings are:

The importance of college and career readiness

- Executives and students see postsecondary education as a career necessity. Middle and high school students (84%) and Fortune 1000 executives (77%) both strongly agree there will be few or no career opportunities for today's students who do not complete some education beyond high school.
- ➤ Teachers, parents and executives differ widely on their rating of college and career readiness for all students as a highest priority in education. Although most of these stakeholders agree that "graduating each and every student from high school ready for college and a career" should be a priority in education, far fewer executives (48%) and teachers (54%) than parents (73%) rate it among the highest priorities for education.
- Among the proposed education reform strategies evaluated, teachers show the most support for "strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards," with 59% saying this must be done as one of the highest priorities in education.

Expectations for going to college

- > Students have high expectations for college, and these expectations have increased over the past two decades. In 1988, 57% of middle and high school students said it was very likely they would go to college. By 1997, this level had increased to 67%. Today, 75% say it is very likely they will go to college.
- On average, teachers predict that 63% of their students will graduate high school ready for college without the need for remedial coursework, and that 51% of their students will graduate from college.

Defining college and career readiness

- ▶ Both English (99%) and mathematics (92%) teachers are more likely to rate the ability of students to write clearly and persuasively as absolutely essential or very important to be ready for college and a career than to give this rating to having knowledge and ability in higher-level math, such as trigonometry (45% of English teachers and 50% of mathematics teachers) or in high-level science, such as physics (50% of English teachers and 40% of mathematics teachers).
- Two-thirds of teachers (63%), parents (63%) and Fortune 1000 executives (65%) think that knowledge of other cultures and international issues is absolutely essential or very important to be ready for college and a career—including two in ten who think such knowledge is absolutely essential (19%).

Getting directions for the road to college

- More students worry a lot about having enough money to pay for college (57%) than about being able to get into college (31%) or to succeed in college (33%). Hispanic and African-American students are more likely than white students to worry about being able to succeed in college (48% vs. 34% vs. 27%).
- Parents say schools are not doing enough to tell them how students can get into and pay for college. About half of parents rate their child's school as fair or poor at providing information to parents on the requirements to get into college (46%) or about the availability of financial aid for college and how to get it (52%).
- Middle school students and parents in particular express a need for information. Half or more of middle school students (53%) and parents (60%) rate their schools fair or poor in providing information to students about what the requirements are to get into college.

Background

The term "college- and career-ready" is prominent in discussions about the nation's future, the global economy, teaching and student achievement. Educators, employers, government leaders at all levels, parents and students are embracing the value and goal of meeting standards of college and career readiness even while debating what this means, who needs to be ready and how to accomplish it.

We will set a clear goal: Every student should graduate from high school ready for college and a career, regardless of their income, race, ethnic or language background, or disability status. – President Barak Obama, A Blueprint for Reform: Reauthorization of the Elementary and Secondary Education Act (March 2010).

A growing movement has emerged to develop widely accepted standards as well as methods of instruction and assessment based on what knowledge and skills students need in order to succeed beyond high school. This movement encompasses influential initiatives addressing Common Core Standards,¹ Global Competency² and 21st Century Skills.³ In recent years, college readiness has been redefined from being largely a standard of **access** to being an adequate preparation for postsecondary **progress** and **success**. The refined term covers a continuum: immediate enrollment in college courses for credit without need for remediation,^{4,5,6} capacity to achieve a C or higher in core college courses,⁷ persistence through the first year of college study to enroll in a third semester with sufficient credits⁸ and continuation to completion of a degree or certificate.⁹ Increasingly as well, the standard for success is being defined as what students actually learn and how effectively they can employ this knowledge as well as higher-order thinking skills in their further studies, in life and in work.¹⁰

In that context, the new *MetLife Survey of the American Teacher: Preparing Students for College and Careers* (2010) shares the perspectives of key stakeholders: middle and high school teachers, students, parents, and business executives from Fortune 1000 companies as the voice of employers. The survey documents consensus and differences in views about an emerging national goal for **all** students, examines the challenges entailed in enabling **each and every student** to achieve it and provides a starting point on a major new journey for American education and society over the next decade. The nation's vision is to implement higher standards for college and career readiness, assure all students achieve them and regain international leadership in educational attainment by 2020.

The annual *MetLife Survey of the American Teacher* grew out of the national debate on the quality of education following the release of the landmark *Nation at Risk* report in 1983. Teachers then were the subject of much criticism and largely absent from the debate. Today, teachers are again in the spotlight of reform, and most (69%) do not feel their voices are adequately heard in current debates about education.¹¹

Because the *MetLife Survey of the American Teacher* is an annual series, there is an opportunity to return to issues and track trends in teaching over time. It has been of great concern that a growing number of teachers (43% of teachers in the 2008 survey, including 40% of elementary school teachers and 49% of secondary school teachers)¹² say their classrooms have become so mixed in students' learning abilities that they cannot teach them effectively. In contrast to traditions of classroom

autonomy and isolation, large majorities of teachers in the 2009 survey agreed that they share a responsibility for the achievement of all students in their school, that other teachers contribute to their success in the classroom and that greater collaboration among teachers and school leaders would have a major impact on improving student achievement.¹³

Although most teachers believe in the importance of high expectations and high standards for all students, 36% of teachers in the 2009 survey also said that all of their students have the ability to succeed academically. Further, while a majority of teachers (64%) strongly agreed that it is important for all students to have one year or more of postsecondary education in order to be prepared for a career, on average, teachers expected 50% of their students would attend college. In contrast, a large majority of students (79%) in 2009 said they planned to attend a two- or four-year college, and 53% strongly agreed that all of the teachers in their school wanted them to succeed.¹⁴



In 2010, the survey probes deeper into the important issues of expectation and achievement, asking teachers for their views and insights not simply on readiness, but also on the challenges for teaching and learning involved in assuring that each and every student is prepared for success beyond high school. It reveals further evidence of the expectation gap between students and teachers. This survey also shares the perspectives of teachers (as well as that of other key stakeholders) on representative national policy priorities intended to help all students achieve.

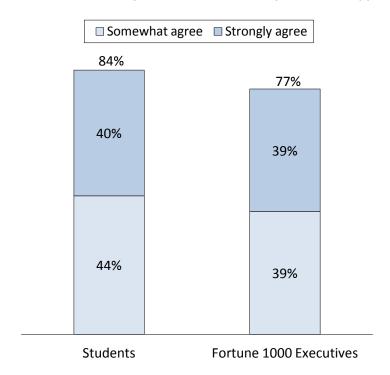
Postsecondary Education is Seen as a Career Necessity for Today's Students

Both students and Fortune 1000 executives believe that there will be few or no career opportunities for today's middle and high school students who do not complete some education beyond high school. Eight in ten middle and high school students (84%) agree that there will be few or no career opportunities for people their age who do not complete some education beyond high school, including 40% who strongly agree.

Even most students who expect that their highest level of education will be no more than a high school degree concur with this statement, although they are less likely to endorse this view than those who plan to graduate with a four-year degree or higher (76% vs. 85%).

The potential employers of students predict that postsecondary education will be necessary for career opportunities in the future. Three-quarters of Fortune 1000 executives (77%) agree that there will be few or no career opportunities for today's middle and high school students who do not complete some education beyond high school. Thirty-nine percent of executives strongly agree that this will be the case.

Figure 1.1
Agreement that Postsecondary Education is Necessary for Career Opportunities



Q740: How much do you agree or disagree with the following statement: There will be few or no career opportunities for people my age who do not complete some education beyond high school?/Q1310: How much do you agree or disagree with the following statement: There will be few or no career opportunities for today's middle and high school students who do not complete some education beyond high school? Base: Students (n=2002), Fortune 1000 Executives (n=301)

Most students are optimistic about their job prospects for the future. Eight in ten students think it is very likely (42%) or somewhat likely (39%) that they will find a job in the field of their choice. While 4% say that it is not very or not at all likely that they will find a job in their chosen field, fully 15% say they just don't know. However, the current economic situation may be having an influence on the certainty of students' views. While 42% of students today think it is very likely they will find a job in their chosen field, this represents a decrease since 1997 when 50% of students said that it was very likely that they would find a job in their field of choice.¹⁵

Overall, the plurality of students (54%) in 2010 says that the current economic situation does not have an impact on their interest in college. However, four in ten students (37%) say that the current economic situation does make them more interested in going to college. More Hispanic students and African American students than white students say they are more interested in going to college because of the economic situation (42% vs. 46% vs. 32%).

Despite their seeming optimism about their job prospects, many students worry a lot about their future careers. Four in ten students (42%) say they worry a lot about being able to get a good job when they finish school. Students who are not planning on getting any education beyond high school are more likely than those planning to get a bachelor's degree or more to worry a lot about being able to get a good job when they finish school (51% vs. 40%).

College and Career Readiness for All is a Priority

Most teachers (85%), parents (93%), and Fortune 1000 executives (80%) believe that "graduating each and every student from high school ready for college and a career" is a priority in education today, but parents are the only group in which a majority believe this is a must-do goal. Nearly three-quarters (73%) of parents say that graduating each and every student from high school ready for college and a career must be done as one of the highest priorities in education. In contrast, approximately half of secondary school teachers (54%) and executives (48%) consider this to be a highest-order priority.

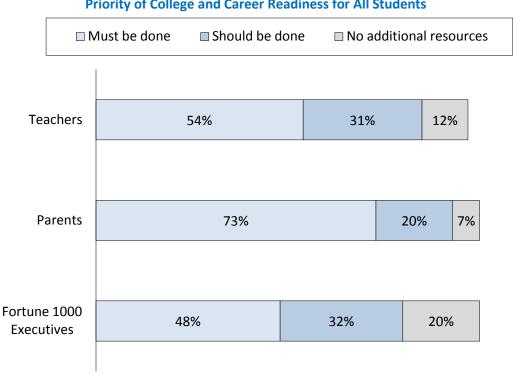


Figure 1.2
Priority of College and Career Readiness for All Students

Q900/Q1020/Q1305: Given that there are limited resources, do you think that graduating each and every student from high school ready for college and a career is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it? Base: Teachers (n=1000), Parents (n=580), Fortune 1000 Executives (n=301)

Parents who may have experienced firsthand the economic and career disadvantages of the lack of a college degree are even more emphatic in prioritizing college and career readiness as a goal for **all** students. Those parents with no more than a high school education are more likely than college graduates to consider graduating all students from high school ready for college and a career to be a highest-order priority (79% vs. 65%).

Teacher support for college and career readiness for <u>all</u> **is strongest among those in schools that are furthest from that goal.** Teachers in schools that often struggle with high dropout rates and have fewer students advancing to college such as those in schools with high proportions of low-income students or in urban areas, believe more strongly that graduating **all** students to be college- and career-ready is of paramount importance. Teachers in schools with at least two-thirds low-income students are **more**

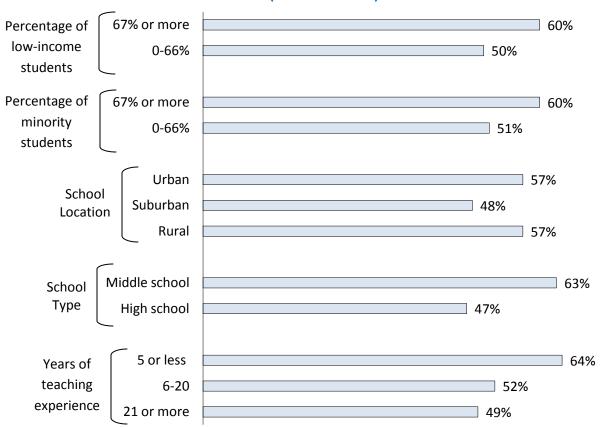
likely than those with one-third or fewer such students to say this is one of the highest priorities (60% vs. 50%). A similar pattern is found among teachers based on the number of minority students in their school.

Teachers in both urban (57%) and rural (57%) schools are more likely than teachers in suburban schools (48%) to consider graduating all students to be college- and career-ready to be one of the highest priorities in education. Middle school teachers are also more likely to consider this to be one of the highest priorities (63% vs. 47% of high school teachers).

New teachers with five years or less experience – who are typically younger and more likely to be recent college graduates themselves – are more likely than those with more experience to say that graduating all students to be college- and career-ready must be done (64% vs. 52% of those with 6-20 years of experience and 49% of those with more than 20 years' experience).

Figure 1.3

Teacher Priority of College and Career Readiness for All Students
(% Must Be Done)

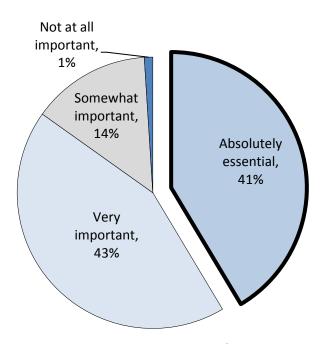


Q900: Given that there are limited resources, do you think that graduating each and every student from high school ready for college and a career is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it? Base: Teachers (n=1000)

Students themselves consider it important that each and every student graduates from high school ready for college and a career. More than eight in ten middle and high school students say that it is absolutely essential (41%) or very important (43%). African-American students and Hispanic students are more likely than white students to consider this to be absolutely essential (49% vs. 46% vs. 38%).

Perhaps not surprisingly, those students who plan to get a bachelor's degree or more (46%) are the most likely to consider it absolutely essential that every student graduates prepared, compared to those who intend to get a two-year college or tech/trade school degree (29%) or those who do not plan to get any education beyond high school (22%). However, middle school and high school students are equally likely to consider it important that each and every student graduates from high school ready for college and a career. Students' reasons for considering this to be absolutely essential focus on jobs, success, and the future: to get a better job (16%), to be successful (16%), to be prepared for the future (15%) and because jobs require a college education (10%).

Figure 1.4
Importance of College and Career Preparation for Students



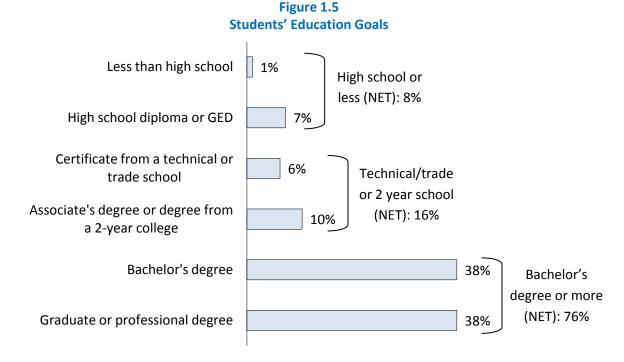
Q900: How important do you think it is that each and every student graduates from high school ready for college and career? Base: Students (n=2002)

Students Expect to Go to College but Worry about Their Futures

Today's middle school and high school students want and expect to go to college. Three-quarters of students (76%) say they plan to get a bachelor's degree or higher. Sixteen percent intend to get an associate's degree or a certificate from a technical or trade school, and 8% of students say that the highest level of education they plan to get is high school or less.

In high school, a gender gap in college expectations emerges that does not exist in middle school. In middle school, seven in ten girls (73%) and boys (72%) plan to get at least a bachelor's degree. However, in high school, the number of girls planning to get a college degree increases to 83%, while the number of boys planning to get a college degree remains the same as the middle school number. Students' race or ethnic background does not differentiate their college expectations — white, African-American and Hispanic students are equally likely to plan on getting a college degree. However, the educational background of their parents does seem to have a significant impact on students' expectations. Among students who have a parent with a college degree, 93% plan on getting at least a bachelor's degree themselves, while a smaller 77% of students whose parents have some college education and an even smaller 58% of students whose parents have no more than a high school diploma plan on getting a bachelor's degree themselves.

More students worry about **financing** their education than about **getting into** or **being successful** at college. Six in ten (57%) worry a lot about having enough money to pay for college, compared to 31% who worry a lot about being able to get into college and 33% who worry a lot about being able to succeed in college. Hispanic and African-American students are more likely than white students to worry about being able to get into college (47% vs. 32% vs. 24%) and being able to succeed in college (48% vs. 34% vs. 27%).



Q750: What is the highest level of education that you plan to get? Base: Students (n=2002)

Students have high expectations for college – and these expectations have increased over the past two decades.

In 1988, 57% of middle and high school students said it was very likely they will go to college. By 1997, this level had increased to 67%. Today, three-quarters (75%) say it is very likely they will go to college. Similar to their specific educational plans, more high school girls than high school boys (83% vs. 71%) say it is very likely they will go to college; middle school girls (71%) and middle school boys (70%) show similar expectations. Students who indicate they have learning challenges are less likely than others to indicate this level of confidence in going to college (62% vs. 78%).

Teachers Expect that Not All Students Will Graduate Ready for College

While the goal is for 100% of students to be ready for college and a career, teachers on average report that 63% of their students will graduate high school ready for college without the need for remedial coursework. Less than half of teachers (44%) think that at least three-quarters of the students in their schools will graduate high school without need for remediation.

Teachers are even less optimistic when reporting on the

prospects of the students in their schools graduating from **college**. On average, teachers report that 51% of their students will graduate from college, and barely one-quarter (23%) of teachers indicate that at least three-quarters of students at their school will graduate from college.

At the opposite end of the college- and career-ready spectrum, teachers report that, on average, 12% of their students will drop out of high school before graduating, with 13% of teachers reporting that at least one-quarter of students will drop out of high school before graduating.



Then and Now in the survey:

Fewer middle and high school students today appear to have considered dropping out of school. In the *MetLife Survey of the American Teacher: Student Life: School, Home & Community* (2002), 20% of students said they had thought about dropping out of school, compared to 10% of students today.

Why do students think about dropping out of school? In this year's survey, the most common reasons included the following:

• Don't like school: 21%

• Have a hard time with school: 21%

Dislike students or are bullied: 12%

 Not getting information they need: 12%

• School is boring: 11%

• Dislike/have problems with teachers:

• Too much stress: 8%

Teachers in high schools, urban schools and schools serving mostly low-income or minority students expect smaller numbers of students to graduate high school ready for college and predict fewer of their students will complete college. Teachers in urban schools and those in schools with mostly low-income or minority students also report the highest numbers of students who will drop out of high school. However, middle school and high school teacher reports on dropouts are similar.

Figure 1.6
Average Percentage of Students at Their School Who Will...

	Graduate High School Ready for College Without the Need for Remedial Coursework	Graduate from College	Drop Out of High School				
Total Teachers	63%	51%	12%				
Grade Level							
Middle School	65%	56%	12%				
Senior High School	61%	48%	12%				
School Location							
Urban	52%	43%	17%				
Suburban	68%	57%	10%				
Rural 65%		49%	10%				
% Low-Income Students							
0-33%	73%	62%	7%				
34-66%	62%	46%	12%				
67%+	52%	42%	18%				
% Minority Students							
0-33%	70%	57%	8%				
34-66%	62%	48%	12%				
67%+	67%+ 49%		20%				

Q710: To the best of your knowledge, what percentage of students at your school will...? Base: Teachers (n=1000)

Priorities for College and Career Preparation Emphasize Higher-Order Skills over Challenging Content

While consensus exists across these stakeholder groups as to the importance of "being prepared for college and a career," the question about what constitutes the best preparation remains. Colleges and employers may ask applicants to demonstrate a range of abilities: mastery of specific content such as math, science or English, higher-order cross-disciplinary skills (such as critical thinking or problem solving or effective communication) or performance skills such as self-motivation or collaboration.

Within American society overall, there is also a growing sense of urgency to prepare more students for careers in science, engineering, technology and mathematics (STEM) fields and as global citizens who understand the related challenges for society, security and the economy. This interest has put a spotlight on American students' lack of achievement and progress in these areas, such as demonstrated in the most recent National Assessment of Education Progress (NAEP) in science, where only a fifth of high school seniors scored at or above the level of proficiency, ¹⁸ and by the mediocre rankings of United States students in international comparisons of achievement in math and science. ¹⁹

Few teachers, parents, students or even executives, however, believe that knowledge of higher-level math and science – the typical prerequisites for college-level study and for options in higher education and careers – are essential for college and career readiness.

According to teachers, parents, students and Fortune 1000 executives, the critical components of being college- and career-ready focus more on higher-order thinking and performance skills than knowledge of challenging content. Problem-solving skills, critical thinking, the ability to write clearly and persuasively and the ability to work independently — nine in ten of each of the key stakeholders in middle and high school education believe these four skills and abilities are absolutely essential or very important for a student to be ready for college and a career.



High rates for developmental or remedial instruction in math as well as failure rates in required math courses for college students testify to the need for much greater clarity on what "collegeand career-ready" in math means.

Both the Common Core State standards and the Blueprint for Reform emphasize the importance of challenging content. The math standards include knowledge of trigonometry and also propose more advanced standards for STEM (Science, Technology, Engineering, Math) that include calculus by 12th grade.

An emphasis on higher-order mathematics such as trigonometry and calculus is included in the Common Core State Standards as well as numerous other reform proposals aimed at ensuring that students receive the preparation considered necessary to be college- and career-ready. However, half or fewer of teachers (as well as executives) say that knowledge and ability in higher-level science or mathematics is absolutely essential or very important. Parents and students are most likely to say these are important, but still consider these areas to be much less crucial than problem-solving or critical-thinking skills.

Executives place far greater emphasis on the capacity for collaboration than do other stakeholders.



While there is a general consensus among the groups that both the ability to work independently and the ability to work in teams are important, a clear majority of business executives (59%) rate team work as essential, while 40% give the same emphasis to working independently. In clear contrast, the majority of teachers (55%) sees working independently as essential compared to 42% who say team work is absolutely essential – a view shared in similar proportions by students and parents.

Figure 1.7
Importance of Skills and Knowledge for College and Career Readiness

Problem solving skills		Teachers	Parents	Students	Fortune 1000 Executives			
Absolutely essential/Very important (NET) 98% 93% 92% 99% Absolutely essential 64% 60% 55% 73% Critical thinking skills Absolutely essential/Very important (NET) 97% 91% 93% 99% Absolutely essential 64% 61% 56% 71% Ability to write clearly and persuasively Absolutely essential/Very important (NET) 96% 90% 88% 97% Absolutely essential 53% 57% 50% 59% Absolutely essential/Very important (NET) 95% 93% 92% 90% Absolutely essential/Very important (NET) 95% 55% 40% Absolutely essential/Very important (NET) 86% 85% 83% 94% Absolutely essential/Very important (NET) 86% 85% 83% 94% Absolutely essential 42% 42% 41% 59% Knowledge of other nations and cultures and international issues Absolutely essential 19% 24% 15% 18% Knowledge and ability in higher-level science such as chemistry and physics Absolutely essential/Very important (NET) 50% 71% 64% 31% Absolutely essential/Very important (NET) 50% 71% 64% 31% Knowledge and ability in higher-level Science such as chemistry and physics Absolutely essential 11% 29% 24% 4% Knowledge and ability in higher-level	Base	n=1000	n=580	n=2002	n=301			
Absolutely essential/Very important (NET) 98% 93% 92% 99%								
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Q720/Q1015/Q755/Q1300: How important do you think each of the following is for a student to be ready for college and a career? Base: Teachers (n=1000), Parents (n=580), Students (n=2002), Fortune 1000 Executives (n=301)

Teachers share remarkably similar views on the importance of these skills, abilities and knowledge areas regardless of grade level taught, years of experience, school characteristics or even subject area. English teachers are most likely to say the ability to write clearly and persuasively is absolutely essential or very important (99%), and 92% of math teachers also rate this ability as highly. While less than half (45%) of English teachers say that knowledge and ability in higher-level mathematics, such as trigonometry and calculus is absolutely essential or very important, math teachers themselves do not rate the necessity of higher-level mathematics much more highly (50%).

Differences in student views on the importance of these skills, abilities and knowledge areas to being college- and career-ready arise from differences in backgrounds or personal characteristics; middle school and high school students do not differ in their views. African-American students are more likely than white students to emphasize the importance of mathematics (74% vs. 63%). Students who indicate that they have learning challenges such as a learning disability, ADHD or on an individualized education plan (IEP) are less likely than other students to consider math (57% vs. 69%) and science (55% vs. 66%) as absolutely essential or very important.

In addition to being more likely to emphasize the importance of mathematics, African-American students are also most likely to emphasize the importance of knowledge of other nations and cultures (59% vs. 47% of white students and 49% of Hispanic students).

Students who plan to get at least a bachelor's degree are more likely than others to consider all of these skills, abilities and knowledge areas as important for college and a career.

From the Experts:

Does being college-ready and being career-ready require the same skills and knowledge? A majority of Fortune 1000 executives, but not all, believe this to be the case. Two-thirds of executives (64%) agree that the skills and knowledge that students need to be ready for college are the same as the skills and knowledge that students need to be ready for a career.

Education thought leaders and teacher leaders, convened in a strategy session as part of the survey development process, were evenly divided about whether college readiness and career readiness are the same.

College readiness and career readiness are **different**:

- "College-ready [students] are prepared for additional 'study'; while careerready [students] are ready to join the work force. There are skills that differentiate [an] independent learner from [an] effective workplace contributor."
- "College-ready students need especially strong academic skills and intellectual engagement. Career-ready students need to start specific training in a field/trade."

College readiness and career readiness are **the same**:

- "They require the same skill and competency sets."
- "Students who are college-ready are also career-ready, for very similar skill sets are required to prepare for both college and career. Today's workplace demands employees who are strong problem solvers, able to work independently and collaboratively and [are] proficient with literacy and numeracy. Success in college requires a similar skill set."

The Place of Global Knowledge in Preparation for College and Careers: Not a High Priority and Narrow in Scope

As teachers prepare students for college and careers, those careers will be increasingly connected to the rest of the global economy and society. With global awareness emerging as a rising expectation within education, this MetLife teacher survey explores the subject both for its current significance to college and career preparation and to provide a baseline for future comparison.

Discussions of 21st century learning and skills often include "global awareness" as an interdisciplinary theme that requires both knowledge in core subjects and the analytical skills to understand and use what is learned. Related, but more focused on actual assessment, the term "global competency" is used to mean "the knowledge, skills and disposition to understand and act creatively on issues of global significance," and balances the need to compete with the need to collaborate in a world that is diverse and increasingly interconnected.

From the Experts:

Public education teacher thought leaders see global competence as linked to the issue of college and career readiness.

- "We need an education system that will prepare students to meet the challenges of participating in a global community – the challenge is for educators to value these language and cultural perspectives."
- "Teachers will have to broaden their own knowledge and be more aware of global issues students will face."
- "Globalization [means a] need for high-level technical solutions on par with international peers."

Many teachers, parents, students and Fortune 1000 executives think that global awareness is important to be ready for college and a career, but most do not consider it to be absolutely essential. Two-thirds of teachers (63%), parents (63%) and Fortune 1000 executives (65%) think that knowledge of other nations and cultures and international issues is very important or absolutely essential to be ready for college and a career – including about two in ten who consider it to be absolutely essential. Fewer students (49%) consider knowledge of other nations and cultures and international issues to be very important or absolutely essential to be ready for college and a career, while 15% say that it is absolutely essential. As noted in the previous section, African-American students are more likely than white or Hispanic students to say that knowledge of other nations and cultures is absolutely essential or very important (59% vs. 47% vs. 49%).

Students show Interest in learning about other nations and cultures. Three-quarters of students (76%) say they are very or somewhat interested in learning about other nations and cultures and international issues, including 23% who say they are very interested.

For students and teachers, knowledge of history and government and politics is most important for understanding other nations. Most students say that the areas that are important to study in order to understand other nations and cultures and international issues are history (81%) and government and politics (72%). About six in ten say that geography (64%), the arts (63%), world religions (59%) and other languages (59%) are important to study to gain an understanding of this area. Hispanic and African-American students are more likely than white students to say that it is important to study other languages to understand about other nations and cultures (64% and 65% vs. 55%).

Teachers view other languages and the arts as less essential to the understanding of other nations. A majority of teachers say that it is absolutely essential to have knowledge of government and politics (59%), history (59%) and geography (54%) to have an understanding of other nations and cultures and international issues. Fewer teachers consider knowledge of world religions (47%) and economics and business (44%), other languages (31%) and the arts (28%) to be absolutely essential to achieve an understanding of other nations and cultures. Middle school teachers are more likely than high school teachers to emphasize the importance of geography (57% vs. 51%) and world religions (52% vs. 43%).

Schools vary on emphasis and methods used to increase student knowledge about other nations. Most teachers (74%) agree that their school emphasizes the development of students' knowledge and

understanding of other nations and cultures and international issues. However, one-quarter of teachers (25%) say that their school does not emphasize the development of students' knowledge in this area. Two-thirds of teachers (66%) indicate that their school uses local community and neighborhood resources to help students learn about other nations and cultures and international issues. Less than half of teachers (46%) agree that their school connects to schools or organizations outside of the US to help students learn about other nations and cultures and international issues.



Schools with stronger college-going cultures are more likely to emphasize global awareness. Teachers reporting high proportions of students in their schools (three-quarters or more) graduating ready for college are more likely to emphasize the development of students' knowledge and understanding of other nations and cultures and international issues (82% vs. 63% of teachers reporting fewer than half of students graduating college-ready). They are also more likely to report that their school uses local community and neighborhood resources (75% vs. 52%) and connects to schools or organizations outside the U.S. (55% vs. 34%) to help students learn about other nations and cultures and international issues. Rural schools are less likely than suburban schools to engage in any of these efforts.

Students Need Stronger Preparation for College and Careers

Given students' high expectations for their education and the importance that teachers, parents and Fortune 1000 executives place on college for students' future success, the elements that can contribute to ensuring that all students graduate from high school ready for college and a career become even more noteworthy. In addition to the skills, abilities and knowledge areas previously discussed, successful preparation can be enhanced by the overall school culture and specific supports that schools, teachers, school counselors and parents can provide.

A majority of students say that their school creates a school culture that emphasizes college readiness for all students. Six in ten students rate their school as excellent (17%) or good (40%) in this area, but students' views vary markedly depending on the characteristics of their schools. More high school students give their school positive ratings for creating a culture of college readiness than do middle school students (62% vs. 47% rate their school excellent or good). Urban schools receive higher ratings than suburban or rural schools, with 64% of students in urban schools saying their school is excellent or

good in creating a school culture that emphasizes college readiness for all students, compared to 57% of suburban students and 49% of rural students.

Schools that create a culture that emphasizes college for all students may have an impact on students' educational plans. Although these findings cannot prove causality, students who say they plan to get a bachelor's degree or higher are more likely than others to rate their school excellent or good for a college-going school culture (60% vs. 49% of those planning to get an associate's degree or certificate and 41% of those planning no more than a high school education).



Schools may well be doing a better job at emphasizing the importance of college as a goal than addressing what college readiness entails.

Characteristics of a College-Going School Culture: The Student Perspective

These schools provide a range of information, programs and supports related to going to college.

Students who rate their school as excellent or good at "creating a school culture that emphasizes college readiness for all students" are...

- More likely to rate their school excellent or good at providing information to them about what it means to be ready for college and a career (89% vs. 24%), about what the requirements are to get into college (90% vs. 30%), about availability of and how to get financial aid for college (79% vs. 17%) and about what the requirements are to succeed in college (87% vs. 22%)
- More likely to say they have seen examples of real college level assignments and student work (49% vs. 27%), visited a college (40% vs. 30%) or had a college student visit their school to speak with them and other students about college (41% vs. 21%) with their school
- More likely to have spoken with a school counselor (60% vs. 36%) or teacher (59% vs. 35%) about what classes they should take and other things to do to be ready for college
- More likely to say their school has a formal program of student-to-student mentoring where older students help other students become ready for college and a career (25% vs. 9%)

These schools excel at preparing students in core subjects as well as the interdisciplinary area of global awareness.

Students who rate their school as excellent or good at "creating a school culture that emphasizes college readiness for all students" are...

- More likely to rate their school as excellent or good at preparing students in writing clearly and persuasively (90% vs. 58%), problem-solving skills (92% vs. 59%) and critical-thinking skills (90% vs. 57%)
- More likely to rate their school as excellent or good at preparing students in knowledge and ability in higher-level mathematics such as trigonometry or calculus (88% vs. 53%), and knowledge and ability in higher-level science such as chemistry and physics (88% vs. 51%)
- More likely to rate their school as excellent or good at preparing students to work in teams (92% vs. 60%) and to work independently (92% vs. 65%)
- More likely to rate their school as excellent or good at preparing students in knowledge of other nations and cultures and international issues (80% vs. 39%)

These schools have students with higher aspirations.

Students who rate their school as excellent or good at "creating a school culture that emphasizes college readiness for all students" are...

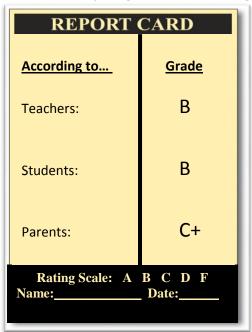
- More likely to say it is very likely they will go to college (82% vs. 66%)
- More likely to be very confident that they will achieve their goals (54% vs. 36%)

Teachers, students and parents believe schools could be doing a better job preparing students in being ready for college and a career. When asked to rate the quality of education in this area in their school, on average, teachers and students give their schools a "B," while parents give their children's schools a "C+." Eight in ten teachers (80%) give their school an A or a B, including 35% who give their school an A for preparing students in being ready for college and a career. Teachers in schools with at least two-thirds low-income students are much less likely to give their school an A in this area, compared to those with one-third or fewer low-income students (21% vs. 48%), and a similar pattern is found based on the proportion of minority students in teachers' schools (19% vs. 45%). However, high school teachers and middle school teachers give their schools similar ratings in this area.

Seven in ten students (72%) give their school an A or B in preparing them for being ready for college and a career, including 35% who give it an A. High school students are more likely than middle school students to give their school an A or B (75% vs. 65%). Other segments of students more likely to give their school a high rating are girls (74% vs. 69% of boys) and those planning to get a bachelor's degree or more (76% vs. 62% of those planning for an associate's degree or certificate vs. 46% of those not continuing education beyond high school). Students who have considered dropping out of school are less likely than those who have not considered this to give their school an A or B in preparing them to be ready for college and a career (39% vs. 75%).

Parents are the stakeholder group indicating the greatest need for improvement in preparation. Six in ten parents (59%) give their child's school an A or B, including 25% who give it an A. Parents of high school students are more likely than parents of middle school students to say their child's school has earned an A or B for preparing them to be ready for college and a career (64% vs. 53%).

Figure 1.8
School/Teacher Grade for Preparing Students for College and a Career



Q705: How would you grade the quality of education in your school with respect to preparing your students in being ready for college and a career?/Q705: How would you grade your teachers in preparing you to be ready for college and a career?/Q1010: How would you grade the quality of education in your child's school with respect to preparing him/her in being ready for college and a career? Base: Teachers (n=1000), Students (n=2002), Parents (n=580)

Education reformers emphasize the need for clear standards and assessments to enable effective preparation for college and careers and most teachers say these exist at their schools. A large majority of teachers agrees that their school has clearly defined and set specific standards for what constitutes college and career readiness for students (89%), including 48% who strongly agree; and most also agree that their school assesses every student's readiness for college (83%), including 39% who strongly agree.

On the issue of standards, high school teachers are more likely than middle school teachers to strongly agree that their school has specific standards for readiness (51% vs. 43%). Specific standards are more common among teachers at schools with less than one-third low-income compared to those with more low-income students (55% vs. 41% strongly agree) and among teachers at schools with less than one-third minority students compared to those with more minority students (54% vs. 40% strongly agree). Specific standards are also more common among teachers who report that a higher percentage of students at their school will graduate ready for college. A majority of teachers (60%) who say that at least three-quarters of their students will graduate ready for college strongly agree that their school has clearly defined and set specific standards for what constitutes college and career readiness, compared to 31% of those who report that less than half will graduate ready for college.

High school teachers are more likely than middle school teachers to strongly agree (44% vs. 32%) that their school assesses college and career readiness. There are no differences based on the proportion of low-income students in the school, however teachers in schools with one-third or fewer minority students are more likely than teachers with more minority students to strongly agree that their school assesses college and career readiness (43% vs. 34%). Agreement that their school assesses every student's readiness for college and a career is more common among teachers who report that a high

percentage of students will graduate ready for college. Half of teachers (49%) who say that at least three-quarters of their students will graduate ready for college strongly agree that their school assesses every student's readiness for college and a career, compared to 27% of those who report that less than half will graduate ready for college.



Characteristics of a College-Going School Culture: The Teacher Perspective

These schools have clearly defined expectations and provide a range of information and programs to students and parents.

Teachers who report that 75% or more of students at their school will graduate high school ready for college without the need for remediation are...

- More likely to strongly agree that their school has clearly defined and set specific standards for what constitutes college and career readiness for students (60% vs. 35%)
- More likely to strongly agree that their school assesses every student's readiness for college and a career (49% vs. 29%)
- More likely to have a formal program of student-to-student mentoring (45% vs. 34%)
- More likely to rate their school as excellent at providing information to *students* about what the requirements are to *get into* college (48% vs. 34%)
- More likely to rate their school as excellent at providing information to parents about what the requirements are to get into college (40% vs. 23%)
- More likely to rate their school as excellent at providing information to *students* about what the requirements are to *succeed* in college (37% vs. 20%)
- More likely to give their school an A in preparing their students to be ready for college and a career (53% vs. 19%)

These schools excel at preparing students in core subjects as well as the interdisciplinary area of global awareness.

Teachers who report that 75% or more of students at their school will graduate high school ready for college without the need for remediation are...

- More likely to give their school an A in preparing their students in English (61% vs. 28%), math (54% vs. 30%) and science (55% vs. 22%).
- More likely to be able to differentiate instruction a great deal to address the different learning needs of individual students in their class (70% vs. 50%)
- More likely to give their school an A in preparing their students in knowledge of other nations and cultures and international issues. (27% vs. 13%)
- More likely to say their school emphasizes the development of students' knowledge and understanding of other nations and cultures and international issues (82% vs. 67%)
- More likely to say their school uses local community and neighborhood resources and connects to schools or organizations outside of the US to help students learn about other nations and cultures and international issues (75% vs. 57%)

These schools have fewer high-need students

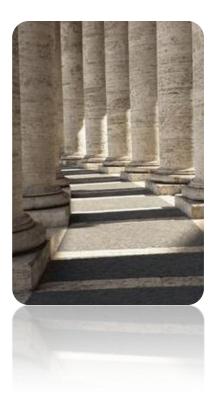
Teachers who report that 75% or more of students at their school will graduate high school ready for college without the need for remediation are...

- Less likely to be at schools with mostly low-income students (20% vs. 40%)
- Less likely to be at schools with mostly minority students (14% vs. 35%)
- Less likely to be at schools with large proportions of English Language Learners (11% vs. 24%)

The Path to College and Careers is Not Always Clear

Mastery of skills and knowledge are components of college and career readiness; so is a supportive, college-going school culture. However, logistical and tactical information and guidance also contribute to college and career readiness. That is, the path to college requires directions and road assistance.

Most students are not getting the information they need to go to college in time for that information to be most effective. Eight in ten or more middle school students have not spoken with a teacher (79%) or school counselor (84%) about what classes they should take or other things they should do to be ready for college, have not seen examples of real college-level assignments and student work (81%), have not visited a college (81%) or have not had a college student visit their school to speak with them and other students about college (87%). It is not until grades 11 or 12 that a majority of students have had these experiences: spoken with a teacher (70%) or school counselor (76%) about what classes they should take or other things they should do to be ready for college, seen examples of real college-level assignments and student work (57%), visited a college (53%) or had a college student visit their school to speak with them and other students about college (52%).



There is some indication that schools are sensitive to the needs of "first-generation college goers" – students whose parents have not graduated college themselves. Students whose parents have no more than a high school education are more likely than those who have a parent who is a college graduate to have visited a college (41% vs. 34%) or to have had a college student visit their school (36% vs. 30%).

Most students believe they understand what they need to do to succeed in college. Nine in ten students (88%) agree that they understand what they need to do to succeed in college, including 44% who strongly agree. Six in ten students rate their school as excellent (19%) or good (42%) at providing information to them about what it means to be ready for college and a career. A similar number rate their school as excellent (18%) or good (41%) in providing information to them about what the requirements are to succeed in college.

Many students and parents need more information about the requirements to get into, pay for and succeed in college, particularly during middle school. One-third of high school students (35%) rate their school as fair or poor on providing information on the requirements to succeed in college, compared to 52% of middle school students. Students who say they will go to college are less likely than others to rate their school low in this area (37% vs. 59% of those who do not plan on going beyond high school), and students who have considered dropping out of school are more likely than others to rate their school low (70% vs. 37%).

Similar to students, four in ten parents rate their child's school as fair (24%) or poor (15%) in providing information to students about what the requirements are to succeed in college. Parents of middle school students are more likely than parents of high school students to rate their school low on this measure (60% vs. 24%).

Sizable numbers of high school students (27%) and parents (23%), and half or more of middle school students (53%) and parents (60%) rate their schools fair or poor in providing information to students about what the requirements are to get into college.

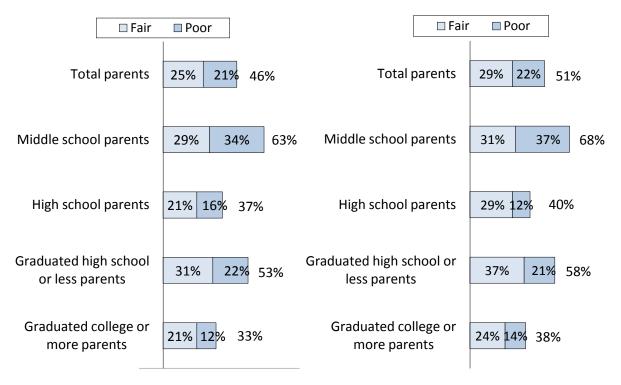
Information is particularly lacking for those who may need it most. Parents with no more than a high school education are more likely than those who have graduated college to rate their child's school as fair or poor (53% vs. 34%) in providing information to parents about the requirements to get into college, and in most instances this information is particularly lacking for parents prior to their child's high school years. Two-thirds (67%) of middle school parents rate their child's school as fair or poor on providing information to them about getting into college, compared to 31% of high school parents.

A plurality of parents (51%) rates their child's school as fair or poor at providing information to parents about the availability of, and how to get financial aid for college, and 18% give an excellent rating. Parents with no more than a high school education are more likely than those who have graduated college to rate their child's school as fair or poor on this measure (58% vs. 39%). Seven in ten (68%) parents of middle school students rate their school as fair or poor in providing information about the availability of, and how to get financial aid for college, compared to 40% of parents of high school students.

Similarly, half of parents (51%) rate their child's school as fair or poor in providing information to students about the availability of, and how to get financial aid for college, with 19% giving a rating of excellent. Students' responses are similar with 47% rating their school as fair or poor on providing information to them about the availability of, and how to get financial aid for college, with 16% giving an excellent rating. Here too, middle school students are more likely than high school students to rate their schools as fair or poor (63% vs. 39%).

Figure 1.9
School's Rating for Providing Information to
Parents about What the Requirements Are
to Get into College

Figure 1.10
School's Rating for Providing Information to
Parents about Availability of and How to Get
Financial Aid for College



Q1005: How would you rate your child's school on providing information to parents about what the requirements are to get into college/providing information to parents about availability of and how to get financial aid for college? Base: Parents (n=580)

Overall, teachers rate their schools more highly on providing college information than do parents and students. Two in ten teachers (18%) rate their school as fair or poor in providing information to students about what the requirements are to get into college, while 40% rate the school's performance in the area as excellent. Middle school teachers (26%), more so than those in high schools (12%), give their schools a fair or poor rating in this area, reflecting the information needs many students and parents identify.

Teachers who believe their schools graduate at least three-quarters of students ready for college rate their schools more highly on providing information to students on college-entry requirements than teachers who believe fewer than half of the students in their schools will graduate ready for college (88% vs. 67% rate their school excellent or good). Seven in ten teachers (69%) rate their schools as excellent or good in providing information to parents about what the requirements are to get into college.

A smaller majority of teachers also report that their schools do an excellent or good job providing information to students (66%) and parents (63%) about the availability of, and how to get financial aid for college, suggesting a particular need in this area. Nearly twice as many high school teachers as middle school teachers rate their schools as excellent or good in providing students (82% vs. 41%) and parents (78% vs. 41%) information on financial aid.

For most groups of students, teachers are one of their top two sources of information on what success in college requires. The top sources of information on college success for middle school students are parents (83%), teachers (76%) and school counselors (48%). At the high school level, the same proportion of students relies on teachers (76%), fewer rely on parents (66%) and more rely on school counselors (65%). High school students also make broader use of other sources including college websites (56% vs. 31% of middle school students), friends (40% vs. 33% of middle school students) and current college students (38% vs. 26% of middle school students). School counselors are more likely to be a source of information for high school students whose parents do not have any college education, compared to those with a parent who is a college graduate (72% vs. 59%). High school students whose parents have no college education are less likely than those who have college-educated parents to use their parents as a resource (49% vs. 81%). Student reliance on teachers is similar regardless of their parents' level of education.

Figure 1.11
Top Sources of Information on What Success in College Requires

	Total	Grade Level				
	Students	Middle School	High School			
Rank	n=2002	n=711	n=1291			
#1	Teachers (76%)	Parents (83%)	Teachers (76%)			
#2	Parents (72%)	Teachers (76%)	Parents (66%)			
#3	School counselors (59%)	School counselors (48%)	School counselors (65%)			
#4	College websites (47%)	Friends (33%)	College websites (56%)			
#5	Friends (37%)	College websites (31%)	Friends (40%)			
#6	Current college students (34%)	Siblings (29%)	Current college students (38%)			

Q765: What are the main sources of information for you on what success in college requires? Base: Students (n=2002)

Student-to-student mentoring may be another way to help prepare students for college, but most schools do not offer it. Four in ten (39%) teachers report that their school has a formal program of student-to-student mentoring to help students become ready for college and a career. More high school teachers than middle school teachers report that their school has this type of program (42% vs. 32%). Fewer rural teachers than urban or suburban teachers say their school has this type of program (32% vs. 42% vs. 42%). Furthermore, this type of program is more common among teachers who report

that at least three-quarters of their students will graduate ready for college (45%) than among other teachers (34%), indicating that this program may be related to a college-going culture. Teachers' reports on this program do not differ by school characteristics such as proportion of low-income or minority students.

Students do not appear to be familiar with this type of mentoring. Two in ten students (19%) report that their school has a formal program of student-to-student mentoring where older students help other students become ready for college and a career. However, although 41% say their school does **not** have such a program, the same number (41%) is not sure whether their school has such a program. High school students are more likely than middle school students to have a formal student-to-student mentoring program at their school (21% vs. 14%). One in ten students (11%) has participated in a student-to-student mentoring program, including 9% who had a mentor and 4% who were a mentor. African-American students (16%) and Hispanic students (12%) are more likely than white students (6%) to report having had such a mentor.

The Views of Stakeholders Differ on Education Reform Proposals

College and career readiness is a goal of many education reform proposals and a cornerstone of the proposed framework for reauthorizing the Elementary and Secondary Education Act, A Blueprint for Reform. Teachers, parents, and executives differ in their views on the priorities and resources that should be given to several widely proposed strategies for strengthening public education, including some key components of the Blueprint. Each of these stakeholder groups was asked to evaluate several strategies that have been put forward to reform education and whether each: **must be done** as one of the highest priorities in education; **should be done** as a lower priority; or whether **no additional resources** should be devoted to it.

Teachers, parents and Fortune 1000 executives have divergent views on proposed reform strategies and elements of the "Blueprint for Reform." Parents and executives show the strongest support for "giving schools more ability to remove teachers who are not serving students well," with 75% of parents

and 83% of executives saying this must be done as one of the highest priorities in education. Teachers are much less likely to support this goal, with four in ten (39%) indicating that it is one of the highest priorities. However, most teachers (80%) do believe that giving schools more ability to remove teachers who are not serving students well should be done as a component of reform, although as a lower priority; 17% believe that no additional resources should be devoted to it.

Overall, teachers' support for these reform proposals is less than that of parents or executives, with no more than six in ten indicating that any one strategy should be among the highest priorities in education. Teachers show the most support for "strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards," with 59% saying this must be done as one of the highest priorities in education.



Figure 1.12
Assessment of Reform Strategies

	Teachers	Parents	Fortune 1000 Executives				
Base	n=1000	n=580	n=301				
	(rank order)	(rank order)	(rank order)				
Strengthening programs and resources to help							
diverse learners with the highest needs meet							
college- and career-ready standards							
Must be done – one of the highest priorities	59% (1)	57% (3)	31% (5)				
Should be done – lower priority	32%	27%	58%				
Do not devote additional resources	8%	16%	11%				
Graduating each and every student from high							
school ready for college and a career							
Must be done – one of the highest priorities	54% (2)	73% (2)	48% (3)				
Should be done – lower priority	31%	20%	32%				
Do not devote additional resources	12%	7%	20%				
Giving schools more ability to remove teachers							
who are not serving students well							
Must be done – one of the highest priorities	39% (3)	75% (1)	83% (1)				
Should be done – lower priority	41%	21%	15%				
Do not devote additional resources	17%	4%	2%				
Using measurements of teacher effectiveness							
that are based in significant part on student							
growth							
Must be done – one of the highest priorities	27% (4)	56% (4)	66% (2)				
Should be done – lower priority	42%	36%	31%				
Do not devote additional resources	27%	8%	3%				
Expanding and redesigning the school day or							
school year							
Must be done – one of the highest priorities	23% (5)	34% (6)	26% (6)				
Should be done – lower priority	46%	40%	46%				
Do not devote additional resources	30%	26%	28%				
Expanding public school choice options for							
students within and across school districts							
Must be done – one of the highest priorities	17% (6)	43% (5)	46% (4)				
Should be done – lower priority	43%	42%	44%				
Do not devote additional resources	38%	15%	11%				

Q900/Q1020/Q1305: Many solutions have been suggested for improving public education in America. Given that there are limited resources, do you think that each of the following is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it? Base: Teachers (n=1000), Parents (n=580), Fortune 1000 Executives (n=301)

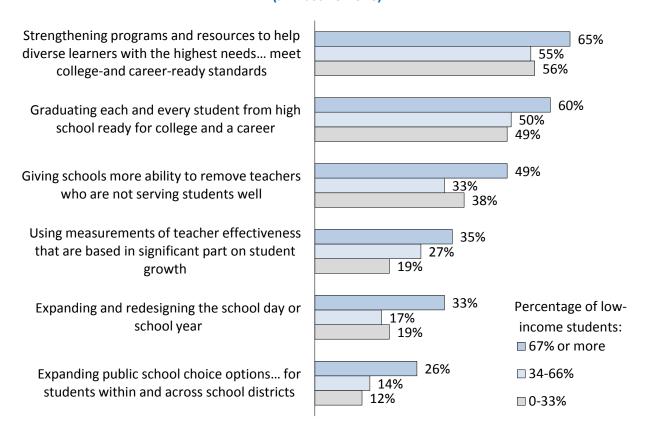
Note: numbers in parentheses indicate rank order of items within each group

Teachers, parents and executives are in closest agreement on the lower priority they assign to "expanding and redesigning the school day or year." About three in ten of each group indicates that **no** additional resources should be devoted to this strategy. When it comes to support of "using measurements of teacher effectiveness that are based on student growth" and of "expanding public school choice options," parents' and executives' views are aligned, with close to half or more saying these must be done. In contrast, one-quarter or less of teachers say that either of these goals is one of the highest priorities.

As discussed earlier in this report, parents are the group most likely to believe that "graduating each and every student from high school ready for college and a career" must be done as one of the highest priorities in education. Teachers and executives are significantly less supportive of this component yet similar in their views, with about half of each group saying this must be done as one of the highest priorities in education.

Teachers' differing professional experiences distinguish their views on educational priorities. Support for each of these six reform proposals is higher among teachers in schools with mostly low-income students than among those with few such students.

Figure 1.13
Teacher Assessment of Reform Strategies by Proportion of Low-Income Students
(% Must Be Done)



Q900: Many solutions have been suggested for improving public education in America. Given that there are limited resources, do you think that each of the following is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it? Base: Teachers (n=1000)

Middle school teachers are more likely than high school teachers to say that the highest priorities in education include strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards (65% vs. 54%) and graduating each and every student ready for college and a career (63% vs. 47%).

New teachers are also more likely than more experienced teachers to support these two reforms. Teachers with five years or less experience are more likely than those with more experience to say that strengthening programs and resources to help diverse learners with the highest needs (69% vs. 55% of those with 6-20 years of experience vs. 58% of those with more than 20) and graduating each and every student from high school ready for college and a career (64% vs. 52% of those with 6-20 years of experience vs. 49% of those with more than 20) are among the highest priorities.

New teachers also show more support than other teachers for reforms focused on the teaching profession. Teachers with five years or less experience are more likely than those with more experience to say that giving schools more ability to remove teachers who are not serving students well (47% vs. 37%) and using measurements of teacher effectiveness that are based in significant part on student growth (36% vs. 25%) are among the highest priorities.

Most teachers support core common standards in English, math and sciences across the states, and for a majority of teachers this support is strong. Nine in ten teachers support common core standards across the states in English (89%, including 60% who strongly support), in math (90%, including 59% who strongly support) and in sciences (89%, including 54% who strongly support). The grade level they teach and the proportion of minority students in their school have an impact on teachers' support of common core standards. Middle school teachers are more likely than high school teachers to strongly support common core standards in each of these disciplines (English: 66% vs. 57%; math: 65% vs. 54%; sciences: 60% vs. 50%).



Teachers in schools with more than two-thirds minority students are more likely than those with one-third or fewer minority students to strongly support common core standards (English: 68% vs. 55%; math: 69% vs. 52%; sciences: 62% vs. 49%). A similar pattern is seen among teachers in urban schools compared to those in suburban or rural schools. However, teacher support does not vary by the proportion of low income students in their school.

It is important to note that teachers do **not** seem to differentiate their points of view on core common standards based on the subjects they teach. The level of support of English teachers and math teachers for standards in their respective disciplines is similar to the level of support of other teachers for standards in these subject areas, and for common core standards generally.

Figure 1.14
Support for Common Core Standards

Support for Common Core Standards										
		Grade Level		O/ Bain anite Charle						
		Taught		50	School Location		% IVIII	% Minority Students		
	Total	Middle School	High School	Urban	Suburban	Rural	0-33%	34-66%	67%+	
Base	n=1000	n=406	n=545	n=312	n=313	n=360	n=490	n=225	n=267	
Buse	11-1000	11-400	11-3-13	11-312	11-313	11-300	11-430	11-223	11-207	
Math										
Strongly/ Somewhat support	90%	90%	90%	91%	91%	91%	90%	94%	91%	
Strongly support	59%	65%	54%	67%	58%	53%	52%	63%	69%	
Sciences										
Strongly/ Somewhat support	89%	90%	87%	89%	88%	91%	89%	92%	88%	
Strongly support	54%	60%	50%	62%	54%	49%	49%	59%	62%	
English										
Strongly/ Somewhat support	89%	89%	89%	89%	89%	91%	88%	94%	90%	
Strongly support	60%	66%	57%	69%	58%	57%	55%	66%	68%	

Q740: How much do you support or oppose core common standards across states in the following areas to achieve college and career readiness for all students? Base: Teachers (n=1000)

Conclusion

Being prepared for college and careers is emerging as a priority and an expectation for today's students. It is the priority of many of the highest-profile reform agendas for strengthening the educational achievement and the future of the nation, and it is the overwhelming expectation of parents and middle and high school students themselves. Results from the survey, however, indicate that there is a significant distance yet to go in supporting students' expectations. By exploring what it may mean for all students to graduate college- and career-ready, the survey reveals substantial differences among key stakeholders, including teachers themselves, as to how to attain this goal and even as to whether it should be the expectation for all students.

→ More to Come:

Part 2 of the survey, *Teaching Diverse Learners*, examines further the finding that teachers place high priority in education reform on strengthening programs and resources to help diverse learners become college- and career-ready. It looks at student differences, how teachers are addressing them and how well students feel their needs are being met.

Endnotes

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About the 2010 Survey and The MetLife Survey of the American Teacher Series

The MetLife Survey of the American Teacher: Preparing Students for College and Careers (2010) was conducted by Harris Interactive among a national sample of 1,000 public school teachers of grades 6 through 12 by telephone, and among 2,002 public school students in grades 6 through 12, 580 parents of students in grades 6 through 12 and 301 business executives from Fortune 1000 companies online between October 4 and November 11, 2010. The data were weighted to key demographic variables to align with the national population of the respective groups. No estimates of theoretical sampling error can be calculated. The 2010 Fortune 1000 is a list of the 1000 largest American companies, ranked on revenues alone. In addition, an online strategy session was conducted on August 24, 2010, among a group of 21 public school teacher leaders and public education thought leaders to inform the development of the survey.

MetLife has sponsored the *MetLife Survey of the American Teacher* series since 1984 to give voice to those closest to the classroom. The reports for the entire series are available online at www.metlife.com/teachersurvey with links to the ERIC (Education Resources Information Center) website: https://eric.ed.gov.

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