

### 3-2-1 Action



**Processing Session for Current & Former  
STMP/CCRTT Participants**  
**Arizona Transition Conference**  
**August 25<sup>th</sup>, 2015**  
**12:30 pm – 1:45 pm**

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### Objectives

- To articulate concepts from the transition conference that would benefit all students as they pursue college and careers.
- To brainstorm how to systematically include these concepts within the whole school and support others in their efforts to do this work (all classrooms, over a period of time).
- Write a plan for gaining buy-in from a non-special education teacher about infusing a college and career competency into their daily instruction during the 1<sup>st</sup> semester.

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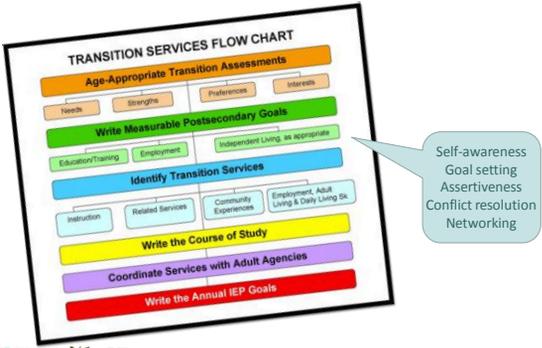
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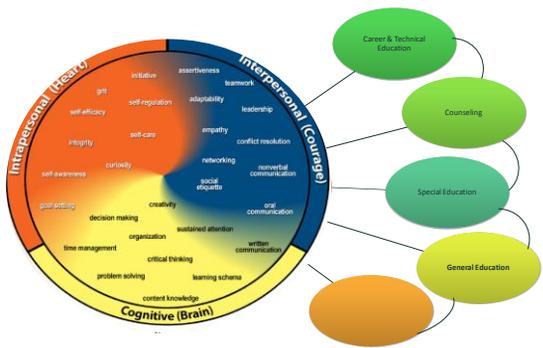
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Why this processing session matters...

- There has been much research on the importance of non-cognitive skills to academic achievement and successful post school outcomes, but limited transfer of that research into classroom strategies (Farrington et al., 2012).
- From Education for Life and Work: it's important that the competencies be learned and practiced in the context of the classroom. Also, they require deliberate practice, so a one-time intervention won't be effective. (National Research Council, 2012). "Providing adequate time and attention for skill development in the school curriculum appears to enhance the learning of intrapersonal and interpersonal skills" (National Research Council, 2012, p. 175).




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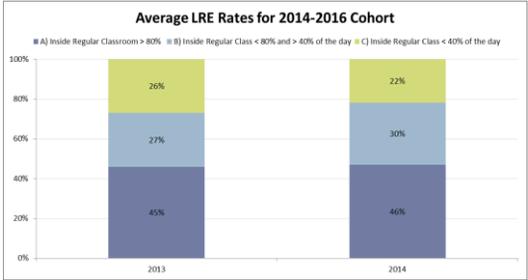
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Average LRE Rates for 2014-2016 Cohort




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# Addressing the Transition Conference Challenge



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## ACTIVITY (3 minutes):

Brainstorm topics/strategies/concepts from your transition conference experience that would improve any student's post-school success (college or career).

- 1.
- 2.
- 3.
- 4.
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# Time's up.

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## SHARE YOUR IDEAS

Topics/strategies/concepts from your transition conference experience that would improve any student's post-school success (college or career).

- 1.
- 2.
- 3.

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## Reminder:

- Many students are not graduating with the skills needed to be successful in college and careers.
- The National Research Council (2012) identified intrapersonal, interpersonal, and cognitive skills as vital to success in the 21st century, but many of these critical skills aren't being systematically taught in schools.

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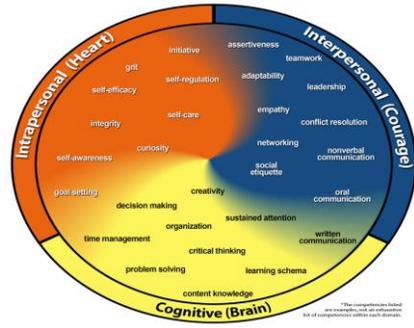
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In April 2015, three high schools in Missouri disseminated the College and Career Competencies Questionnaire to all 9th and 10th graders in their schools. More than 500 students completed the questionnaire. Results revealed that students did not feel that they possessed all of the competencies necessary for success in college and careers. The table below displays the competencies with the lowest average rating by subgroup.

	Low-GPA (0-2.31)	Mid-GPA (2.34-3.12)	High-GPA (3.13 and up)
Self-Regulation	X	X	
Conflict Resolution	X		
Goal Setting	X	X	X
Initiative	X	X	X
Learning Schema	X	X	




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**TABLE TALK ACTIVITY (10 minutes):**

Put yourselves in the shoes of a high school non-special education, core content area teacher.

Consider:

1. Pick a college and career competency (CCC) you would want to teach in addition to your subject area.
2. What would be your initial reaction to being asked to teach CCC's? Why?
3. How would you better include CCC's into your class? What would your class period look like?
4. What resources or materials would help you?
5. What would be your greatest challenges to this work?
6. How could you overcome these challenges?
7. Would co-teaching or outside planning with others be helpful? Realistic?
8. What type of administrative support would be a must?
9. What would be your biggest motivator to doing this work?




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Five horizontal lines for notes.

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Five horizontal lines for notes.

Time's up.



Five horizontal lines for notes.



### What would come next?

Collaborate with a general education teacher to develop a college and career competency for a general education class during the 1<sup>st</sup> semester of school.

*Offer instructional resources, supplemental support, evaluation materials, progression elaboration conversations, reflection of pilot.*



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Optional Team Phone Call for Veteran Teams  
2012-13, 2013-15, 2014-16

Example Topics: address sustainability, more specific buy-in, PD or implementation issues.

Email Jane at [jsoukup@ku.edu](mailto:jsoukup@ku.edu)  
Include requested team phone call date & time and topics in order of urgency.



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**Save the Dates**

*Webinar Dates  
for former STMP/CCRTT Teams  
\*2012-14 cohort (Year 3) & previous cohorts\**

Thursday, September 24<sup>th</sup>, 2015  
2:00 pm – 3:00 pm  
&  
Wednesday, January 20<sup>th</sup>, 2016  
2:00 pm – 3:00 pm



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Thank you



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University of Kansas



College and Career Competencies  
Influential Research (Gamer Erickson, Noonan & Soukup, 2013)

- Conley, D.T. (2010). *College and career ready: Helping all students succeed beyond high school*. San Francisco, CA: Jossey-Bass.
- Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087-1101.
- Erickson, A.G., Noonan, P.M., & Jensen, R. (2012). The School Implementation Scale: Measuring implementation in response to intervention models. *Learning Disabilities - A Contemporary Journal*, 10(2), 33-52. Retrieved from <http://ehs.etschost.com/www2.lib.ku.edu/2045/ehost/pdfviewer/pdfviewer?aid=0900c219-6666-448b-838a-820dad991f24&sessionmgr110&vidocid=14195>
- National Center on Response to Intervention. Essential components of Response to Intervention. <http://www.rti4success.org/>
- National High School Center. (2008). *Eight elements of high school improvement: A mapping framework* (Rev. ed.). Washington, DC: National High School Center at the American Institutes for Research. Retrieved from <http://www.betterhighschools.org/KnowledgeBase/Documents/EightElementsMappingFramework.pdf>.
- National Research Council. (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Committee on Defining Deeper Learning and 21st Century Skills, J.W. Pellegrino & M.L. Hilton (Eds.), Board on Testing and Assessment and Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
- National Secondary Transition Technical Assistance Center. (2013). *Predictors of post-school success*. Charlotte, NC: University of North Carolina. Retrieved from <http://www.nsttac.org/content/predictors-post-school-success>.
- U.S. Department of Education, Office of Educational Technology (2013). *Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century*. Washington, D.C.: Author.




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