

Supporting Transition & College and Career Competencies School Wide

Arizona Transition Conference August 26th, 2015 8:15 am - 9:30 am



Horizontal lines for notes.

Who we are, our work, and our mission



www.researchcollaboration.org

www.arizonatransition.org



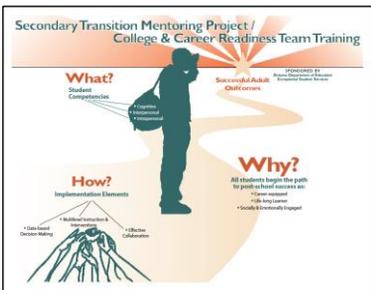
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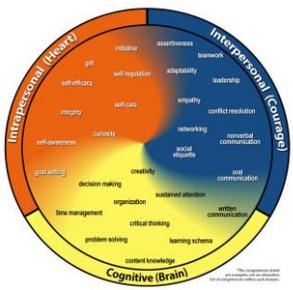
Objectives

- Understand the College and Career Competency Framework. Review examples of Arizona school staff developing college and career competencies at the Tier 1 level. Learn where to find College and Career Competency resources. Discuss how your school could teach college and career competencies school wide - all kids, every educator, and any context.



Horizontal lines for notes.





*handout

Why focus on College and Career Competencies?

- 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.



Activity (2 minutes):

STEP 1: Circle the skills listed on this page that you use during a typical work day.

STEP 2: Star the skills listed on this page that you use on a vacation day.



01 00



00 00



Horizontal lines for writing responses.

Time's up.



Think-Pair-Share (2 minutes):

Reflect on the skills you need for work or recreation/leisure.

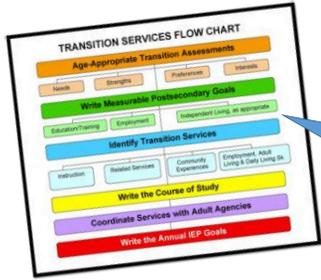
What are the similarities and differences?

How did you develop these skills?



01 00





Self-awareness
Goal setting
Assertiveness
Conflict resolution
Networking



Competency

- A competency is more than a skill.
- A competency involves the ability to do something, and also knowing when and how to use the skill.



Why focus on the competencies?

- Students with high levels of competency in the intrapersonal domain:
- sustain attention in class
 - earn better grades
 - score higher on tests
 - attain higher levels of education

(Dignath et al., 2008; Duckworth et al., 2007; Durlak et al., 2011; Nota, 2004; Ursache, 2012; Winkler-Eskreis et al., 2014).



Why focus on the competencies?

Students with high levels of competency in the interpersonal domain:

- have better physical and mental wellness and social functioning
- are better able to effectively overcome stressors
- have a reduced risk of suicide
- have higher school attendance rates
- feel more engaged in school
- spend more time studying
- have higher employment rates

(Davidson et al., 2007; Malecki et al., 2002; Opengart, 2007; Rosenfeld et al., 2000; Sabo et al., 2005; Swab, 2013).



Can the competencies be taught?

Yes. Students can learn and expand their intrapersonal and interpersonal competencies through instruction and integration within content-area learning.

(Cantley et al., 2010; Cassidy, 2011; Ettingen et al., 2002; Farrington et al., 2012; Grote, 2014; Hulleman et al., 2009; Johnson et al., 2004; Meiklejohn, 2012; Meyer et al., 2003; Mueller et al., 2001; Oettingen, 2010; Roberts, 2009).

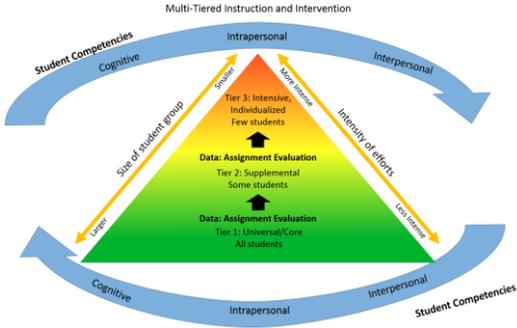


Systematic Instruction & Application

- The competencies are not new.
- Educators are already supporting students to learn and master the competencies.
- School initiatives support development of many of the competencies.

Our Challenge: Systematically providing instruction and application of the competencies for all students.





Slide From:

- National High School Center www.betterhighschools.org
- National Center on Response to Intervention www.rti4success.org
- Center on Instruction www.centeroninstruction.org

Primary Prevention

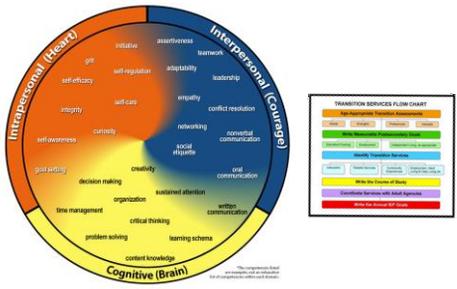
All students receive explicit, research-based instruction.

Primary Prevention (e.g., Tier I):
High-quality core instruction that meets the needs of most students (NICHT, 2010)

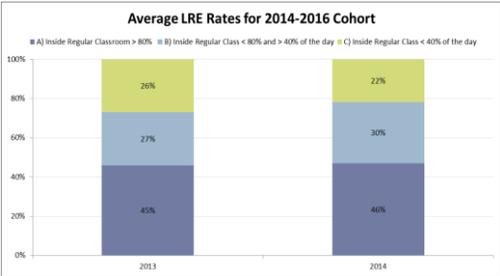
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Examples from site visits:

- Explicit, research-based instruction
- Culturally responsive instruction
- Standards-aligned instruction
- Scaffolding
- Differentiated instruction
- Academic literacy
- Formative assessment
- Clear behavior expectations schoolwide





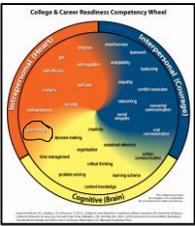


Reflect

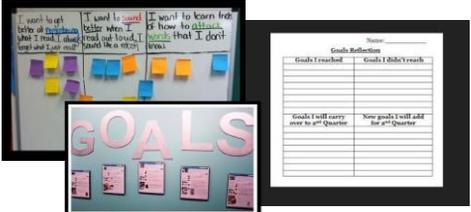
- To what extent is your school developing intrapersonal and interpersonal competencies (e.g., transition concepts) at the Tier 1 level?
- To what extent is your school using data to find out which students need more support developing these intrapersonal and interpersonal competencies (Tier 2 or Tier 3)?



Good Goal Setting Strategies



Goal Setting in School is Happening ...



Self Awareness Tree

ROOTS AND LEAVES: Provide students with paper and markers and ask them all to draw their own personal tree. It must include:

- ROOTS: things about you that are not easily visible (where you are from, values, important life events, achievements, things you struggle with, long term goals, secret dreams, etc.)
- LEAVES: things about you that are readily visible (hobbies, demographic information, important people in your life, distinguishable personal traits, favorite music, things you do well, etc.)



Have students share and describe their trees.



*Handout

Self Determined Learning Model of Instruction

"SDLMI provides a mechanism to explicitly teach students with disabilities how to set goals, solve problems and direct their own behavior, enabling them to become self-regulated learners." (Shogren, 2013).

"The SDLMI can be integrated into any teaching model ..." (Shogren, 2013, p. 68).

Goal-setting is found in phase 1 (Palmer & Wehmeyer, 2003).

http://www.beachcenter.org/wisdom_based_action/the_selfdetermined_learning_model_of_instruction/default.aspx

<http://www.nsttcc.org/sites/default/files/assets/pdf/Using%20SDLMI%20final.pdf>



Others?



Good Goal Setting Strategies

Good... but not enough.



Goal Setting Components

We will improve students' understanding and ability to set effective goals by focusing on these 3 goal setting components. These components can apply to goal setting in any setting with both short and long term goals.

- 1. The goal setting process is student-centered.
- 2. The goal focuses on the mastery of tasks rather than better performance relative to others.
- 3. Goal setting uses interest and skill assessment data, including input or feedback of family members, teachers, peers, or another trusted person.



Student Centered

Research tells us that the best goal setting and pursuit interventions are those that focus on student choice. Believe it or not, when students are asked to express their personal goals, they are often different than transition-related goals on IEPs (Trainor, 2005).

Think about the last time you helped a student set a goal. Did the student set a goal that he or she cared about pursuing?



Mastery Goal or Performance Goal

*Handout

1. "I will get a better grade than Isabelle on the science test."
2. "I want to get better at algebra, so I will spend time each night this week working on practice problems."
3. "I will get a better grade this year in math."

Research shows that mastery goals are consistently associated with higher levels of academic self-efficacy (Friedel et al., 2010; Bandura, 1977). With a mastery orientation, the student engages in a task to develop progress toward the ability over time. Performance orientation emphasizes the demonstration of ability, and success is usually judged in relation to others' performance (Friedel et al., 2010).



Based on interest and skill assessment data, including input or feedback of others.

How often does interest or skill assessment occur regarding post-secondary goals and/or academic goals?

Goal setting with timely and specific feedback can lead to higher achievement, better performance, and high levels of self-efficacy and self-regulation. (Boekaerts, 2002; Edwins, 1995; Griffiee & Templi, 1997; Schunk, 2003).

Why?



Janie says...

"I will make the cheerleading squad this year at school. This is super important to me because I need an after school activity to put on my college application and Mary is trying out this year too. You know Mary, she has so many friends and she said hi to me the other day when I was messing with my new phone."



Horizontal lines for writing a response to Janie's statement.

Janie's Goal Setting Checklist

- Is Janie's goal based on something she cares about?
- Is Janie's goal motivated by progress over time?
- Is Janie's goal based on an assessment of her current cheerleading skills?
- Did Janie get input from someone who knows about cheerleading?



Horizontal lines for writing responses to the goal setting checklist items.

Jim says...

"I will get at least 8 out of 10 answers correct on my next Spanish quiz because my mom says if I don't, then no electronics for a week. I hate Spanish and I'm terrible at it. I am going to the before school Spanish tutoring on Tuesday, Wednesday, and Thursday this week. I've never gone to the Spanish tutoring sessions but my teacher keeps telling me I should attend them because it will help me better understand how to conjugate verbs - whatever that means. I got a 70% on my last 2 quizzes."



Horizontal lines for writing a response to Jim's statement.

Jim's Goal Setting Checklist

- Is Jim's goal based on something he cares about?
- Is Jim's goal motivated by progress over time?
- Is Jim's goal based on an assessment of his current Spanish skills?
- Did Jim get input from someone who knows about Spanish and his goal?



AZ Examples





Overall team rating of this activity:

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

Which competencies did you develop?

- **Assertiveness:** Students planned a two minute speech to talk to younger students about their college and career plans.
- **Goal Setting:** K-11th graders had lessons on setting goals and planning for their future.
- **Organization:** Planned time to do walk-through, and talk to many different classes.

What did you do?
 All seniors got together and traveled in their graduation caps and gowns to the middle and primary schools. Each student had a sign explaining what their future career and college plans are and how they are going to accomplish them.

Reflections about activity/Next Step?
 Everyone in the district participated in goal setting. The next step is to continue doing graduation and committing the students to graduate each year.



CCR Competency Activity
 STPH, CCRET **Gallery Walk**

Overall team rating of this activity:

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

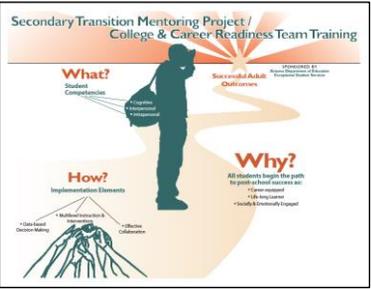
Which competencies did you develop?
 Assertiveness

What did you do?

We implemented a new unit on Assertiveness in the Health curriculum, we taught an Assertiveness lesson across the campus, and we incorporated the Assertiveness poster throughout the campus for reference and reflection.

Reflections about activity/Next Step?
 This is a very difficult concept for our kids, who tend to conflate aggressiveness and assertiveness. We would like to implement the self-inventory tool and strengthen this piece for next year.





Goal Setting Student Assessment (Pre/Post)

Scale for components:
 ☐ Very much like me ☐ Mostly like me ☐ Somewhat like me ☐ Not much like me ☐ Not like me at all

Competency Component	Possible statements
1. The goal setting process is student-centered	I set my own (academic) goals. Or My (academic) goals are set by my teachers or my parents
2. The goals focus on the mastery of tasks rather than better performance relative to others.	My goals primarily focus on being better than everyone else. Or My goals primarily focus on improving how well I can do something.
3. Goal setting uses interest and skill assessment data including input or feedback of family members, teachers, peers, or another trusted person.	When I set goals I use information from interest and career surveys. When I set goals I use feedback from my teachers. When I set goals I use feedback from my parents. When I set goals I use feedback from my friends (peers?).

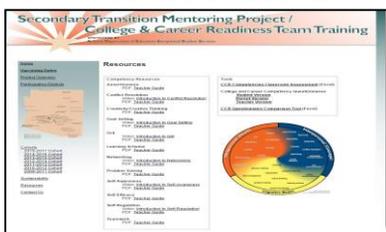


Shared Focus/Collaboration

- Special Education Teachers
- Guidance Counselors
- General Education Teachers
- Career Education Teachers
- Administrators
- Adult Service Agencies, Employers, Families



Free Tools & Resources



<https://sites.google.com/site/azccr1214/resources>



Large Group Discussion

- 1. What is your immediate reaction to what we learned about during this session?
- 2. What is challenging or would be challenging about developing transition concepts or college and career competencies (CCC) at Tier 1?



Small Group Discussion

This is an optional activity. If you would like to be in a small group discussion please raise your hand and you will be assigned to a group.

Small Group Questions:

- 1. How would your colleagues (school wide) respond if asked to develop the critical components of goal setting with their students on a regular basis?
- 2. What would be your first step if you were given the charge to develop goal setting or any other transition concept or CCC at the Tier 1 level?



Thank you.



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 University of Kansas



College and Career Competencies Influential Research

(Gauger Erickson, Noonan & Soukup, 2013)

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