

Teaching College and Career Competencies School-wide

<http://researchcollaboration.org/page/CCCFramework>

Arizona Transition Conference 2016
Wednesday, August 31
9:45 am – 11:00 am



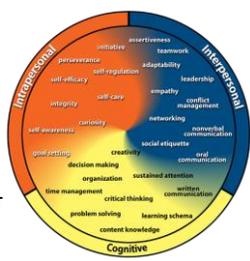
ACTIVITY (2 minutes):

List all of the jobs you've had in your life (preferably in order). Include jobs you've had early in life such as babysitting, mowing lawns, and anything else.



THINK-PAIR-SHARE (5 min):

Reflect on your personal career path.
Which three competencies had the greatest impact on your success?
Share with your neighbor.
Anything missing? Any other terms you would include?



Synthesizing the Competencies

- Research-based
 - Shown to improve in-school & post-school outcomes
 - Distinct
- Teachable
- Measurable
- Generalizable



Early Version of the College and Career Competency Wheel



Why focus on...

COGNITIVE competencies	INTERPERSONAL competencies	INTRAPERSONAL competencies
	<ul style="list-style-type: none"> • Better physical and mental wellness and social functioning. • Higher school attendance. • Feel more engaged in school. • Spend more time studying. • Higher employment rates. • Earn better grades and achievement scores. • Better able to effectively overcome stressors. 	<ul style="list-style-type: none"> • Sustain attention in class better. • Improved retention of subject matter. • Attain higher salaries and advancement. • Better able to avoid drug use. • Reduced bullying and victimization.
	<small>(Dignath et al., 2008; Duckworth et al., 2007; Durlak et al., 2011; Nota, 2004; Ursache, 2012; Winkler-Eskreis et al., 2014).</small>	<small>(Dignath et al., 2008; Duckworth et al., 2007; Durlak et al., 2011; Nota, 2004; Ursache, 2012; Winkler-Eskreis et al., 2014).</small>

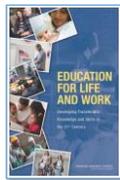


Need for College & Career Readiness



Conclusion from Pellegrino Book 2012:

- Coverage of other 21st century competencies—particularly those in the intrapersonal and interpersonal domains—is uneven. (p. 140)
- Development of higher-order 21st century competencies within the disciplines will require systematic instruction and sustained practice. (p. 140)



“Mini” Professional Development for Intrapersonal Competencies:

- Self-Efficacy
- Self-Regulation



Competency-Specific Resources

www.ResearchCollaboration.org/page/CCCframework



Formative Questionnaires Site

<http://www.researchcollaborationsurveys.org/>

The video below will guide you step-by-step through the process of creating, from your questionnaires.



How to Begin Launching Questionnaires



Self-Efficacy refers to perceptions an individual has about his/her capabilities to perform at an expected level and achieve goals or milestones. It is shown to influence academic motivation, learning, and achievement (Pajares, 1996; Schunk & Pajares, 2001).

Self-Efficacy

1 Believe in your ability!

2 Ability can grow with effort!

Research Collaboration KU KANSAS College & Career Competency Wheel



Ideas to develop self-efficacy:

1. Make a list of things you done that are difficult, specific to a certain topic (e.g., math victory log).
2. Watch others do difficult things specific to a certain topic, then try it.
3. Show a picture of brain and neurons developing with effort.



Self-Regulation refers to proactively applying self-directive processes, cognitive behaviors, and emotions to attain goals and skills (Abar & Loken, 2010; Zimmerman, 2008).

Self-Regulation

1 Make a plan.

2 Monitor your plan.

3 Take control and make changes to your plan (if needed).

4 Reflect on what worked.

Research Collaboration KU KANSAS College & Career Competency Wheel



Self-Regulation Opportunity

Teacher: So, book report **due soon**?
 Student: **Yep, I am going to read 2 chapters a night.**
 3 days later...
 Teacher: **How's the reading going?**
 Student: **Ok. Read 2 chapters.**
 Teacher: **Well, the report is due in 3 days and it is a 15 chapter book. What are you going to do?**
 Student: **Not sure, think I need to read 4 chapters a night.**



Ideas to develop self-regulation:

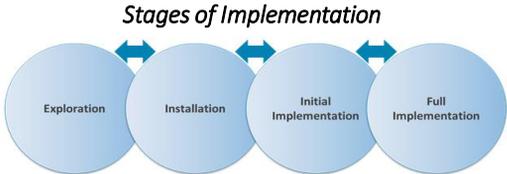
- As a class, brainstorm things (in school, careers, recreation, independent living) that need to be self-regulated.
- Model different ways to monitor your progress on a plan.
- Teach students that sometimes the environment needs to change and sometimes, the person needs to change and sometimes both need to change to achieve goal.

Ways to monitor work:	Things that might need to change in your plan:
Reading progress chart	Peer accountability
Calendar reminder	Find a new place to read
Teacher check in	Ask for more time
Journal about reading	Discuss what you've read



Guest Speakers (Panel Presentation)

The purpose of CCCTT (STMP/CCRTT) is to support educators as they more systematically and comprehensively develop students' interpersonal and intrapersonal competencies for increased educational achievement, motivation, and improved post-school outcomes.



Flowing Wells



- How does the College and Career Competency Framework (CCCTT project) align with any past or present school initiatives?
- Give 2 instructional examples of teaching an interpersonal or intrapersonal competency in special education and/or general education classrooms?



Florence Unified School District



- Describe the role that your core team took at your school. Address how your core team got more students and teachers to practice and reinforce intrapersonal and interpersonal competencies.
- Give an example of how your team developed an intrapersonal or interpersonal competency school-wide.



Lake Havasu



- How have you looked at impact (e.g., data collection) of competency development?
- What are your next steps for competency development and getting competency development to be more systematic and include even more staff?



Summary of Implementation Issues

- Competency development isn't absorbed; it's learned.
- Like learning anything else, it takes practices over time.
- While relatively simple to define, competencies are complex to teach and learn.
- Competencies are addressed in school, but not typically in a systematic way for all students.



Planning and Coaching Time



1. Jot down the basics about a lesson that you would teach during a typical lesson (e.g., summarizing main topic or completing 5 consecutive tasks).
2. Pick self-efficacy or self-regulation as a competency you think could benefit a majority of students in your class. Quickly, tell your partner why this is a competency that would benefit your students.
3. Using your "post it note" write the essential components (EC) for your target competency. Think about what each EC means as you write it.
4. Form groups (each group has a facilitator) and discuss ways to include competency instruction as part of your lesson or interaction with students? Write ideas on your "sticky note". Remember competency resources: <http://www.researchcollaboration.org/page/CCCFramework>



Students will not increase their competency through a single lesson, video or one-time event.