

ARIZONA College & Career Competency Training

S U M M A R Y
2019-20

Arizona's College and Career Competency (AZ CCC) is a multi-year project that provides ongoing face-to-face and online professional development and coaching to educators to embed social-emotional learning into course content. The project is a collaborative effort between the Arizona Department of Education and the University of Kansas with the goal of improving in-school and post-school

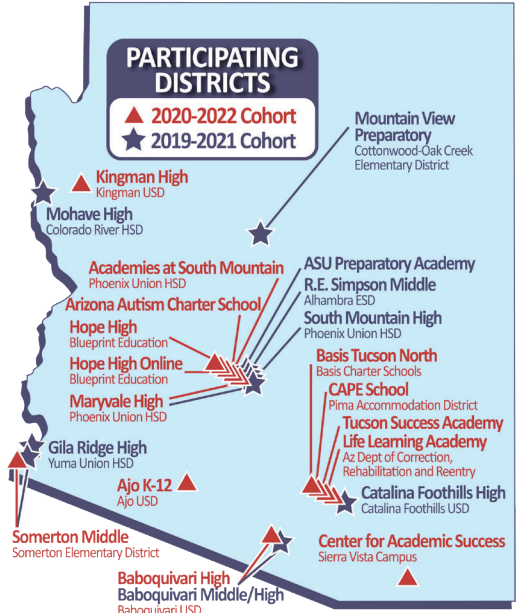
"I am enjoying this training and use a piece of it every day. I am so glad we chose assertiveness. I think this is a very relevant topic."

— Principal

outcomes for students with and without disabilities by enhancing their intra- and interpersonal skills. In the 2019-20 school year, 20 schools participated in the project to build educators' capacity to support students in developing skills that are vital to their long-term success.

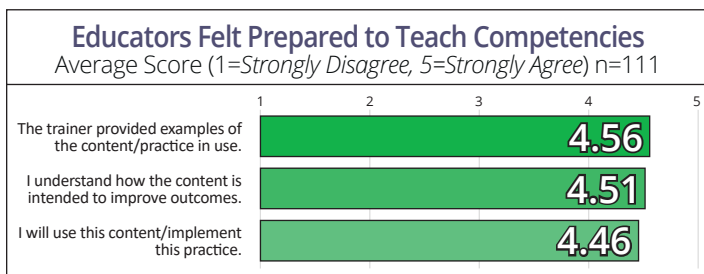
"Students are taking more responsibility for their grades than they did last year. They are coming up with plans to turn in missing assignments, re-take tests, etc. Some students are even following through with their plans and bringing up their grades."

— Educator



Educators Identified Student Needs and Supported Competency Instruction and Practice

During the fall and early spring, twenty participating schools received individualized, competency-specific professional development. Based on student needs, schools chose from three competency options for their year-long focus: self-regulation (nine schools),

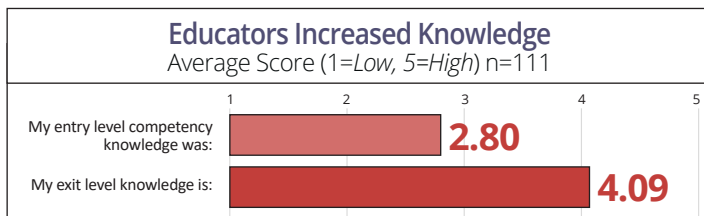


self-efficacy (seven schools), or assertiveness (three schools). One school, South Mountain HS, took a different path and chose to offer mini-trainings on

"The AZ CCCTT contributed to the professional growth of our teachers and strengthens their emotional intelligence muscles. The skills and knowledge that we acquired from AZ CCCTT have helped improve both our interpersonal and intrapersonal skills."

— Participating School

three competencies (self-efficacy, self-regulation, and conflict management) to all 9-12 grade general and special education teachers, support staff, and administrators.



After the initial training to learn about their selected competency (including specific instructional strategies for embedding it in their content), educators received regular coaching, feedback, and support as they worked to embed competency instruction and practice into course content and daily interactions with students over time.

AZ CCC focused on consistently providing coaching and support to participants; five schools highly agreed that coaching facilitated discussion of student academic and/or social behavior needs, facilitated identification and use of evidence-based practices, offered opportunities and/or resources to support implementation, and facilitated next steps for refining CCC instruction school-wide.

"It [professional development and coaching] helped all of us to think about building self-efficacy in our students in an intentional way. For the past two years, it has helped us to think about how best to build our students' confidence and ability to believe in themselves. We were able to see some students take it to heart and begin to increase their achievement because they knew it was possible."

— Participating School

Schools interested in participating in **Arizona's College and Career Competency Training** can contact phoonan@ku.edu and lisa.livesay@azed.gov.

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Online Asynchronous Professional Development

Of the 20 participants who completed a reflection survey on the seven week competency-specific online courses, 95% reported at least one improved student outcome, with an average of six improved outcomes per respondent. The top three improved outcomes for assertiveness were more respectful communication with others, improved social interactions with peers, and increased ability to express thoughts and feelings. For self-efficacy, participants identified beneficial student outcomes including improved confidence in their own abilities, increased ability to see mistakes as opportunities to learn, and increased use of strategies to reduce anxiety. The top three improved student outcomes reported after self-regulation instruction were improved student responsibility, improved planning for successful outcomes, and improved understanding of how personal action steps tie to success.

Assertiveness Student Impact Quotes

"It has got them thinking about where they are, what are their strengths, what do they need to work on, and what it means to be assertive."

"They really are starting to be more assertive when it comes to self advocating with their teachers! They are also starting to grasp how to be more respectful when they are being assertive with adults and each other. Many of my behavior issues have become much better."

Self-Efficacy Student Impact Quotes

"I think they were able to rethink the things they had difficulties with. Most can now see it is about the journey and not the end."

"Their behavior has improved. They have become more aware of making good choices and when it is appropriate for them to advocate for themselves."

Self-Regulation Student Impact Quotes

"I have seen improvement in my students SR in terms of awareness of what needs to be done without being told... Most of my students have better understanding because they know 'why' they have to do certain things without being told. Another area that has improve is the way my students conduct themselves in a much calmer and regulated way; Impulses were minimized."

"Students are realizing that they have control of their learning environment and can achieve excellent results if they make a plan and reflect on the outcomes of the plan."

Online Student Assessment Tools

Free, competency-specific formative assessments and knowledge tests are available to all Arizona educators via <http://researchcollaborationsurveys.org>. These assessments provide teachers and students an opportunity to measure students' current proficiency in the selected competency through self-reflection items, and demonstrate growth (when administered before and after competency instruction) in knowledge of the main concepts for the competency through multiple-choice, true/false, and short answer items. In the 2019-20 school year, there were 148 teachers from 74 Arizona schools registered on the assessment site.

"I learned quite a bit about how to address the social and emotional well-being of my students in the classroom.."

— Participating Educator

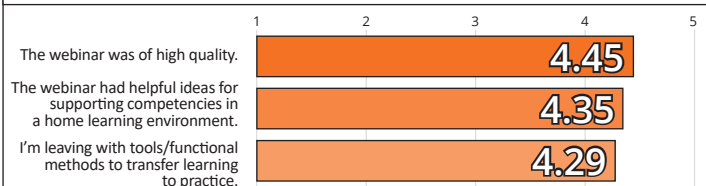
Supporting SEL in Changing Educational Contexts

As COVID-19 began spurring daily educational changes and barriers, AZ CCC maintained participating schools' support virtually, and also created Home Learning Guides to support teachers, students, and families in continuing to build students' SEL. These resources focused on four competencies that were even more crucial for students as they navigated new environments and evolving challenges: assertiveness, conflict management, self-efficacy, and self-regulation.

AZ CCC coordinated with ADE to offer three, 45-minute competency-specific exploration webinars open to all educational professionals in the state; more than 400 educators attended the sessions. In addition to expanding awareness of the importance of supporting students' SEL to a wider audience throughout the state, the webinars also provided opportunities for educators to practice using specific instructional strategies in a virtual platform that they were still learning to use with students.

Educators Benefited From Webinars

Average Score (1=Strongly Disagree, 5=Strongly Agree) n=183



Access Free Resources and Learn More About Available Professional Development Opportunities

Free competency resources are available on <http://CCCFramework.org>. Educators who participate in AZ CCC receive additional resources to support their instruction efforts, including a set of lessons with ready-to-use activities that can easily be customized for specific content areas. Schools interested in participating can contact pnoonan@ku.edu and lisa.livesay@azed.gov.