

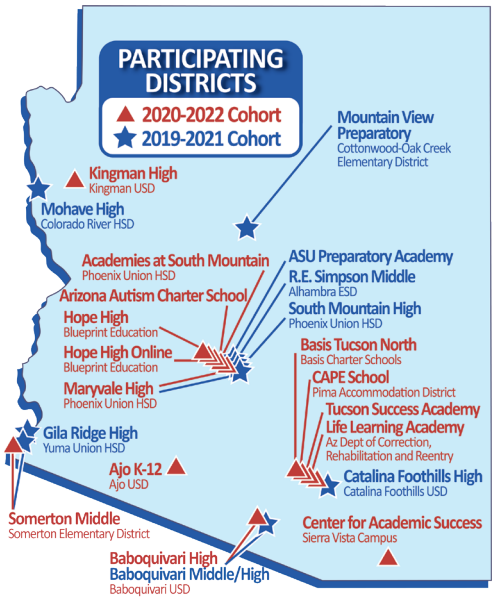
# Empowering Arizona with Social-Emotional Learning



S U M M A R Y  
2020-21

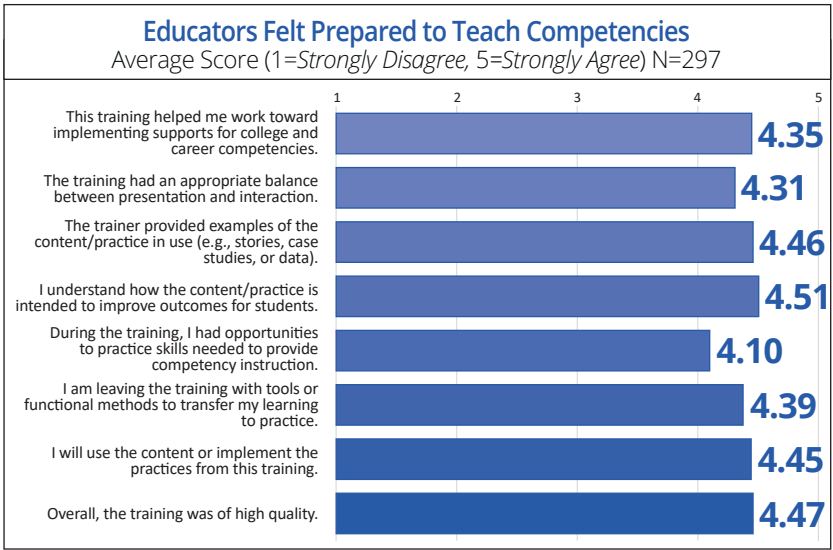
**Project EASEL (Empowering Arizona with Social Emotional Learning)**—formerly known as **Arizona’s College and Career Competency (AZ CCC)**—is a multi-year project that provides ongoing face-to-face and online professional development and coaching to educators to embed social-emotional learning into 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 outcomes for students with and without disabilities by enhancing their intra- and interpersonal skills. In the 2020–21 school year, 14 schools participated in the project to build educators’ capacity to support students in developing skills that are vital to their long-term success.



*“This is one of the best trainings I have participated in, in a long time. It is very relevant to my work! I deeply appreciate your down to earth tone and approach as well as the information provided.”*

## Educators Identified Student Needs and Supported Competency Instruction and Practice



During the fall and early spring, 14 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 (3 schools), self-efficacy (11 schools), or assertiveness. Academies at South Mountain, Baboquivari High School, and Somerton Middle School were Year 2 schools; South Mountain chose to focus on self-regulation following a year of mini-trainings on 3 competencies (self-efficacy, self-regulation, and conflict management) to all 9–12 grade general and special education teachers, support staff, and administrators; Baboquivari and Somerton chose to continue supporting students in developing self-regulation and self-efficacy, respectively.

Each school was provided a free SEL curriculum with over 75 instructional activities per competency. They were also provided student workbooks, which were translated into Spanish. 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

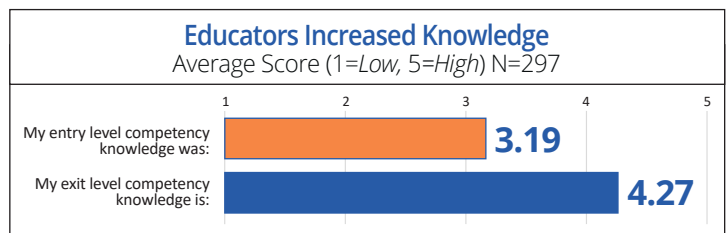
embed competency instruction and practice into course content and daily interactions with students over time.

*“Specific students have **shown growth**, even during the pandemic, by making greater effort based on a **more positive, self-efficacious belief.**”*

*“Self-efficacy instruction **has supported students** in taking **more risks**, leading to **increased participation**, more assignments being completed, and more assignments being turned in for review and scoring.”*

Project EASEL focused on consistently providing coaching and support to participants; schools strongly 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.

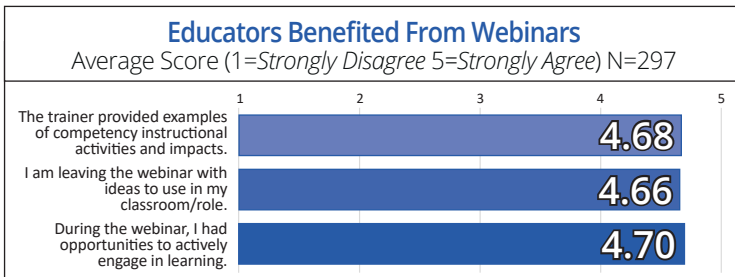


## Online Student Assessment Tools

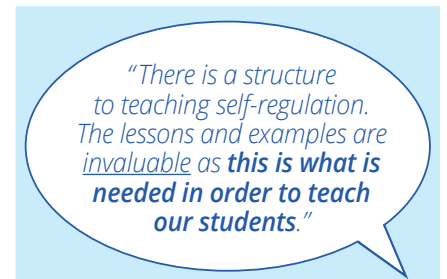
Free, competency-specific formative assessments and knowledge tests are available to all Arizona educators via <https://www.cccstudent.org>. These assessments provide teachers and students an opportunity to measure students' current proficiency in the selected competency through self-reflection items 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 2020-21 school year, there were 227 teachers from 98 Arizona schools registered on the assessment site.

## Supporting SEL in Changing Educational Contexts

Due to COVID-19, training and coaching transitioned to virtual using numerous software and learning strategies to support interactive learning. Online sessions were recorded and provided as a resource, in addition to incorporating teacher and student videos implementing competency practice. Project EASEL also created the Teacher Competency Practice Profile to guide teachers in self-assessment and see if they are on track.



Project EASEL coordinated with ADE to offer six, 90-minute competency-specific exploration webinars open to all educational professionals in the state; more than 200 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 expressed an overwhelming interest in exploring the resources on <http://CCCFramework.org> and sharing those resources with others, as well as downloading the lessons and teaching instructional activities.

## Access Free Resources and Learn More About Available PD Opportunities

Free competency resources are available on <http://CCCFramework.org>. Educators who participate in Project EASEL 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](mailto:pnoonan@ku.edu) and [lauren.blocher@azed.gov](mailto:lauren.blocher@azed.gov).

