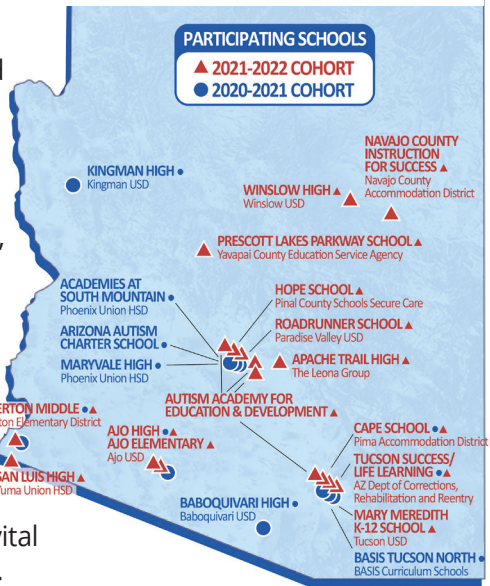


College & Career COMPETENCIES PROJECT 2021-22 SUMMARY

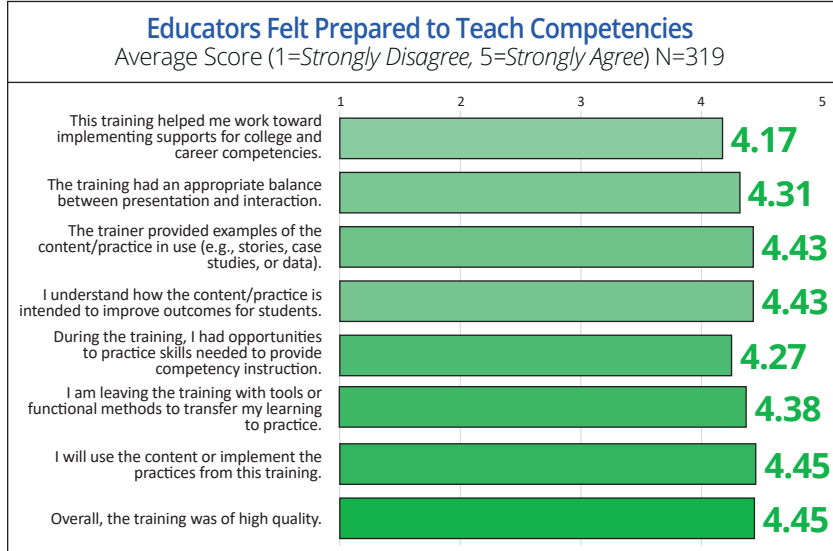
The College & Career Competencies Project is a multiyear project that provides virtual professional development and coaching to educators to embed intra- and interpersonal competency learning into course content. The project is a collaborative effort between the **Arizona Department of Education** and the **University of Kansas** with the goal of improving in-school and postschool outcomes for students with and without disabilities by enhancing their abilities to self-regulate, build self-efficacy, and be assertive. In the 2021-22 school year,

*“The students have a **better understanding** about their **strengths** and **challenges**, and **how to continue to move on** from those challenges. Some of the students have made great strides in identifying what those challenges are, and persevering through them. **Grades have gone up** and **work effort has increased** with some students.”*

the project provided 61 training events and 71 coaching events. Fourteen schools participated in the project to build educators’ capacity to support students in developing skills that are vital to their long-term success.



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 (6 schools), self-efficacy (7 schools), or assertiveness (1 school). Ajo Unified School District, CAPE, Somerton Middle School, and Tucson Success/Life Learning were Year 2 schools; Ajo expanded their participation to both elementary (self-efficacy) and middle/high school (self-regulation); CAPE and Somerton switched from self-efficacy to self-regulation; Tucson Success chose to continue supporting students in developing self-efficacy.

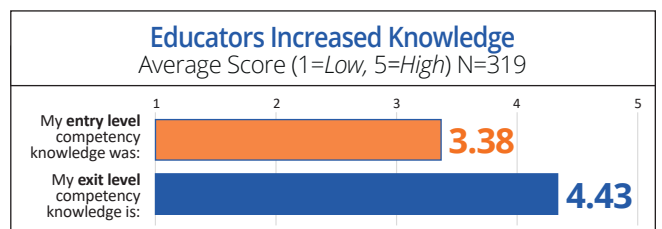
Each school was provided a free intra- and interpersonal competency curriculum with

*“Students are **more likely to try something** that had previously caused them to shut down. Another improvement seems to be their **willingness to make corrections**. They now understand that **mistakes are part of the learning process** and are willing to look at where they may have gone wrong and fix it.”*

over 75 instructional activities per competency. Each was also provided student workbooks, available in both English and 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.

*“Students are starting to understand that they have more and more need to be **more responsible** and **practice self-regulation on a daily basis**. They are getting the idea that they need to **take ownership** before things come about (proactive) and **create a plan for success**.”*

The College & Career Competencies Project 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.



Impacting Students

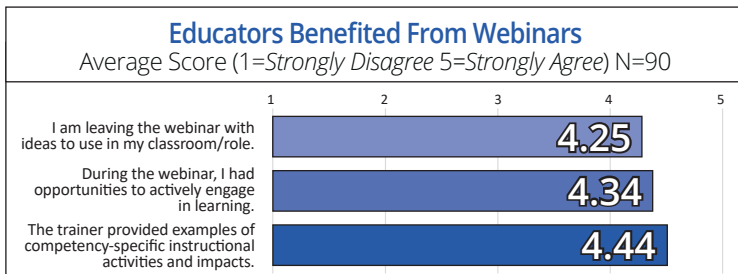
The website www.CCCStudent.org is free and available to all Arizona educators, allowing for real-time, individually graphed results to foster student reflection and class-wide results for instructional planning. Following an instructional process in which educators taught foundational lessons and integrated competency instruction within course content, 154 educators completed a reflection around teaching practices and observed student impact.

TOP 10 OBSERVED STUDENT IMPACTS

1. **Increased self-reflection/self-awareness**
2. **Improved confidence** in their own abilities
3. **Increased ability** to seek assistance and supports
4. **Improved teamwork/group work**
5. **Improved quality/timeliness** of work
6. **Increased student responsibility**
7. **Improved understanding** of relationship between specific actions and progress
8. **More openness** to constructive feedback
9. **Increased learning/retention** of subject matter
10. **Increased ability** to see mistakes as opportunities to learn

Supporting College & Career Competencies in School and at Home

Training and coaching were provided virtually 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. The College & Career Competencies Project also created national modules to provide asynchronous learning opportunities for educators in the four core competencies as well as family modules to provide simplified competency instruction outreach to families. Each family module consists of a brief summary of the material covered in the national modules, a selection of five to ten videos featuring students or project staff

illustrating competency concepts, and a list of next steps parents or guardians can use to help their child practice the competency. The four family modules made during the 2021-22 school year are aimed at parents of students in seventh through twelfth grade and can be found on the CCC Framework website under the [Family Guidance](#) section.

The College & Career Competencies Project coordinated with ADE to offer six 90-minute competency-specific exploration webinars open to all educational professionals in the state; 310 educators attended the sessions, and 90 completed evaluations at the end of the sessions. In addition to expanding awareness of the importance of supporting students' intra- and interpersonal competencies 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 www.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 www.CCCFramework.org. Educators who participate in the College & Career Competencies Project 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 lauren.blocher@azed.gov.

