



ARIZONA

College & Career Competency Team Training

2017-18 SUMMARY

Sponsored by Arizona Department of Education Exceptional Student Services

Arizona College and Career Competency Team Training (AZ CCCTT) is a multi-year project that provides ongoing face-to-face and online professional development and coaching to educators to embed social-emotional learning (i.e., self-efficacy and self-regulation) into course content. The project is a collaborative effort between the Arizona Department of Education and the University of Kansas to improve in-school and post-school outcomes for students with and without disabilities.

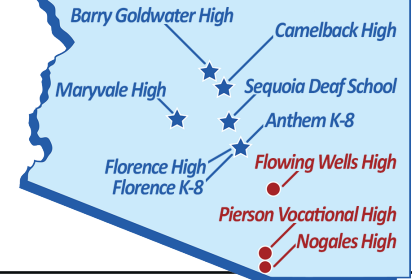
"It has helped students break down large assignments and feel they can accomplish reading a book (novel). Grades have improved."

— Principal, Anthem K-8

In the 2017-18 school year, ten schools participated in AZ CCCTT. The project builds educators' capacity to effectively and consistently support students in developing skills that are vital to their long-term success.

Arizona Schools Supported

During the 2017-18 School Year



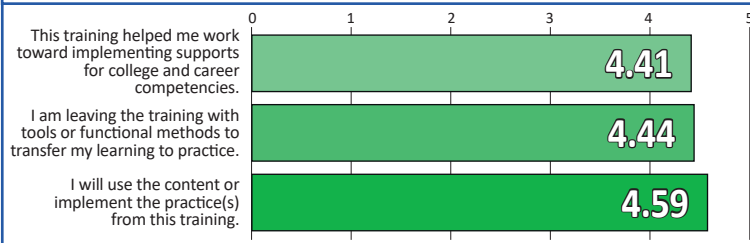
Educators Learned to Provide Competency Instruction and Practice

Seven schools formed interdisciplinary teams (e.g., inclusive of administration, general education, special education, counseling, and other roles) that participated in professional development and coaching to install self-regulation and self-efficacy instruction and practice within course content and daily practice. Twenty-eight professional development and coaching events were provided (i.e., nine training days and 19 on-site coaching sessions or trainings).

Educators Felt Prepared to Provide Competency Instruction

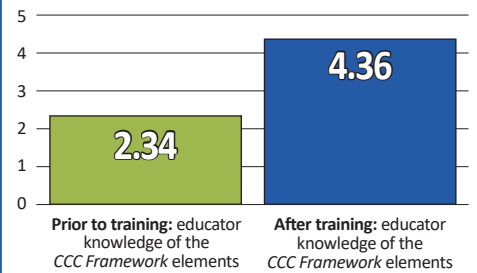
Summarized Evaluation Data:

Average Score (1 = *Strongly Disagree*, 5 = *Strongly Agree*) n = 117



Educators Increased Knowledge

Average Score (1 = *Low*, 5 = *High*) n = 120



Schools with Systematic Instruction Received Sustainability Support

During 2017-18, project staff provided Sustainability Support to three schools from Nogales and Flowing Wells through on-site professional development and coaching in self-regulation. Both schools created implementation and professional development plans around five Initial Implementation goals. During the 2017-18 school year, the Nogales core and expanded teams reached 600 students across grades 9-12, providing instruction and practice in three competencies (goal setting, self-efficacy, and time management) in six courses, and one competency (self-regulation) in 10 courses. The Flowing Wells core and expanded teams provided goal setting instruction and practice to 450 students across grades 9-12 (in English, Transition, Counseling, Math, and Science) and self-regulation instruction and practice to 500 students across grades 9-12 (in English, Algebra, and Biology). When asked to self-rate how many of their core team members were accomplishing several necessary aspects of high-quality competency instruction (and how well they were doing them), both schools selected the top rating, "Everyone and effectively," on a majority of the items.

ARIZONA EDUCATORS PROVIDED
self-regulation and self-efficacy
EMBEDDED PRACTICE & INSTRUCTION
to **2,484** middle & high school students

"The professional impact of the knowledge taught during the first year of this training is invaluable. Self-efficacy and self-regulation are two things I value HIGHLY as an educator and are skills that are applicable to life outside of the school experience."

— Arizona Educator

Learn more about the College and Career Competency Framework at <http://CCCFramework.org>.

If you are interested in participating in Arizona's College and Career Competency Team Training, contact jsoukup@ku.edu or Lisa.Adamu@azed.gov.



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Educators Participated in Online Learning in Self-Efficacy

In April 2018, 38 Arizona educators participated in a free, online seven-week self-efficacy course. This instructor-led course provided an overview of the *College and Career Competency Framework*, the self-efficacy student questionnaire,

"The most beneficial thing about this course was the explanation of the two components of Self-Efficacy and how they are applied to my classroom. The Self-Efficacy lessons are very helpful and I intend to use them next school year. The feedback of instructors on the lesson plan helped me a lot."

— Online Course Participant

the self-efficacy quiz, discussion boards, sample instructional plans, an implementation reflection

and refinement survey, and an end-of-course survey. Participants indicated an increase in knowledge of the CCC Framework and self-efficacy, and strongly agreed that the course was of high quality and the feedback provided by the facilitator was beneficial. Participants stated that the online training helped them implement competency instruction and that they plan to continue to use the information from the course to support students.

"Because of the pace of the course and the resources provided I will be much more apt to apply the principles I learned."

— Online Course Participant

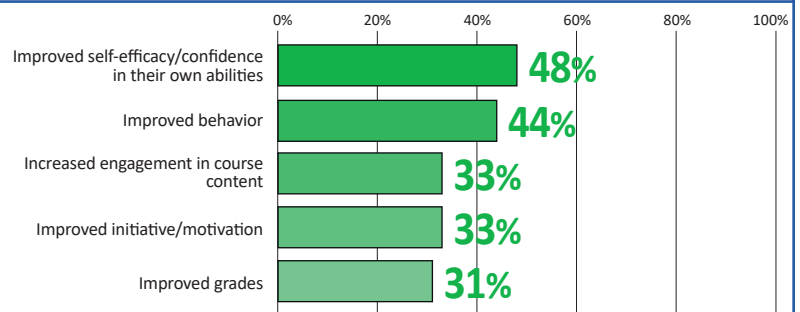
Student Outcomes Improved with Competency Instruction

Teachers identified specific student outcomes that improved as a result of competency instruction; the five most commonly observed improved student outcomes are shown to the right.

"It has helped students realize what they are missing/not thinking about in their learning. As students utilize and understand the process more, their grades and behavior are both improving."

— Language Arts educator, Anthem K-8

Educator Observed Outcomes
Top Teacher-Reported Outcomes of Competency Instruction (n = 48)



Access Free Resources and Learn More About Available PD Opportunities

Free competency resources are available on <http://CCCFramework.org>. Educators who participate in AZ CCCTT 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 should contact jsoukup@ku.edu.

"Students are able to map out the success they want in class. If the grade is not what they desire, they need to re-evaluate and modify the plan."

— Nogales Educator

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