



ARIZONA

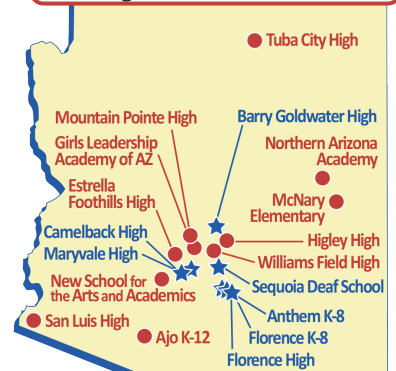
College & Career Competency Team Training

2018-19 SUMMARY

Sponsored by Arizona Department of Education Exceptional Student Services

Arizona College and Career Competency Team Training (AZ CCCTT) provides ongoing face-to-face and online professional development and coaching to educators to embed social-emotional learning (i.e., assertiveness, self-efficacy, and self-regulation) into course content. The project is a collaborative effort between the Arizona Department of Education

Arizona Schools Supported During the 2018-19 School Year



and the University of Kansas to improve in-school and post-school outcomes for students with and without disabilities. In the 2018-19 school year, 18 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.

"My students with exceptional needs exhibited more self-confidence in advocating for their rights and privileges as exceptional learners. They are more competent and independent in acquiring their needs in the classroom."

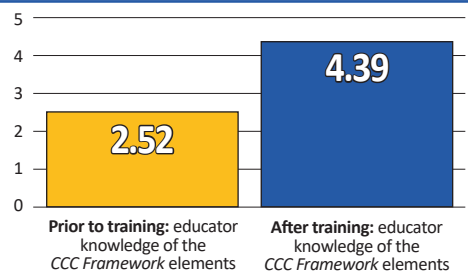
— SPED Director

Educators Learned to Provide Competency Instruction and Practice

Eleven participating schools formed interdisciplinary installation teams (e.g., inclusive of administration, general education, special education, counseling, and other roles) that participated in competency-specific professional development and coaching, and then expanded to wider implementation across the school. After discussing student needs, teams identified one of three competencies for a year-long focus: self-regulation (eight teams), assertiveness (one team), and self-efficacy (two teams). Teams then completed a seven-week online course for their selected competency. With support and feedback, each team member developed and implemented a customized instructional

Educators Increased Knowledge

Average Score (1 = Low, 5 = High) n = 66

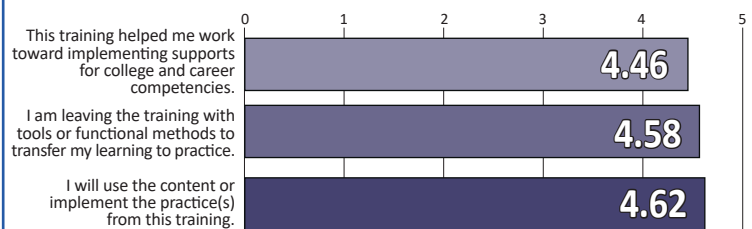


plan to embed competency instruction and practice into course content and daily interactions with students.

After implementing competency instruction and reflecting on student impact, teams participated in on-site data-based decision-making meetings. At these meetings, educators reviewed their team's overall level of competency instruction and student impact data, then discussed refining their instruction over the coming year. Teams created plans to expand assertiveness, self-efficacy, or self-regulation instruction and practice to more students. These teams worked to build a shared vision among

Educators Felt Prepared to Provide Competency Instruction

Average Score (1 = Strongly Disagree, 5 = Strongly Agree) n = 66



colleagues to implement embedded competency instruction and student practice schoolwide.

Additional on-site professional development occurred at Ajo Unified School District, Estrella Foothills High School, Girls Leadership Academy of Arizona, and McNary Elementary School.

Over 35 professional development and

coaching events were provided where educators increased knowledge of the competencies and felt prepared to implement instruction.

"With the lessons on assertiveness, my students were more objective and constructive in expressing their emotions. Less of the behavioral concerns and referrals to the disciplinary office were observed during the week of implementation of this lesson."

— SPED Director

Arizona students have reflected on their competency development by completing

1,827 competency-specific formative assessments & knowledge tests on **assertiveness** (n=131) **self-efficacy** (n=960) and the **CCC Needs Assessment** (n=273)

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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2018-19

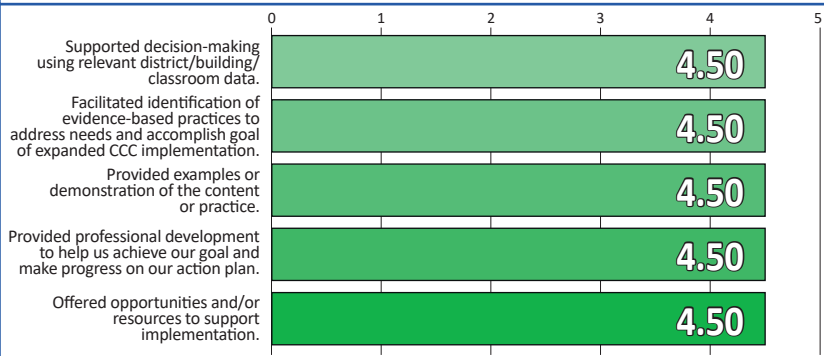
SUMMARY

Sponsored by Arizona Department of Education Exceptional Student Services

Schools Were Supported by High-Quality Coaching

Averages (1 = *Strongly Disagree*, 5 = *Strongly Agree*)

Team Leads from 8 Schools Observed that Project Staff:



Schools Expanded Competency Instruction

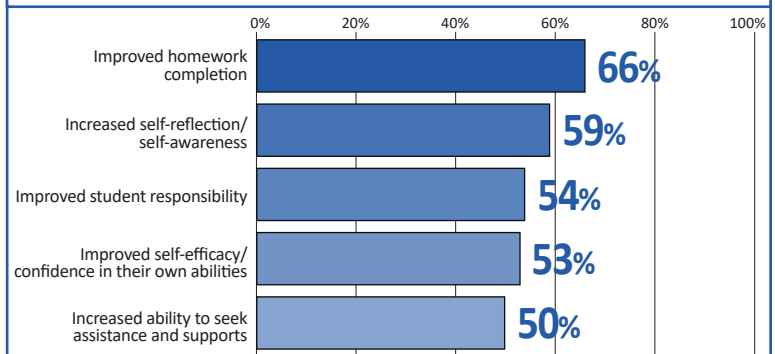
The seven schools entering their second year of AZ CCCTT focused on expanding their self-efficacy and/or self-regulation instruction efforts by training more teachers through on-site training and coaching. Schools received on-site, school-wide training and coaching in self-efficacy and/or self-regulation to build sustainability and ensure that consistent, systematic competency instruction and practice became embedded within the school culture.

Student Outcomes Improve with Competency Instruction

Ninety-seven percent of teachers who reflected via an online survey 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.

Top Teacher-Reported Outcomes of Competency Instruction

(n=34)



"Students were able to apply the concept of self-regulation to things in their lives outside school."

— Faculty and Instructional Director

"I had a 12% improvement in final essay completion rates using the self-regulation chart."

— Educator Gen. Ed. Social Sciences

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.

"The students have learned how to manage their time and make a plan for the work that needs to get finished and modify the plan as needed to finish their work."

— Director of Visual Arts

"Made them mindful of their own role in the choices they make in life. Helped them understand the concept of self-regulation and the importance of monitoring their own choices and actions."

— School Psychologist

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