

*Developing Career-Equipped,  
Socially and Emotionally Engaged,  
Lifelong Learners*



# CONTENTS

## PROJECT OVERVIEW

COLLEGE AND CAREER COMPETENCY FRAMEWORK.....	1
WHAT SCHOOLS EXPERIENCE .....	2
PARTICIPATING SCHOOLS .....	4
COMPETENCIES INCORPORATED INTO CURRICULUM.....	6
STUDENT DATA INFORMS INSTRUCTION .....	6
IMPLEMENTATION TRAJECTORY.....	8

## PROJECT OUTCOMES

IMPROVEMENTS IN PARTICIPATING SCHOOLS.....	11
SCHOOL HIGHLIGHTS.....	11

## LEARN MORE

PROJECT PARTICIPATION OPTIONS .....	14
RESOURCES AVAILABE .....	15

PROJECT SUMMARY .....	15
-----------------------	----

# PROJECT OVERVIEW

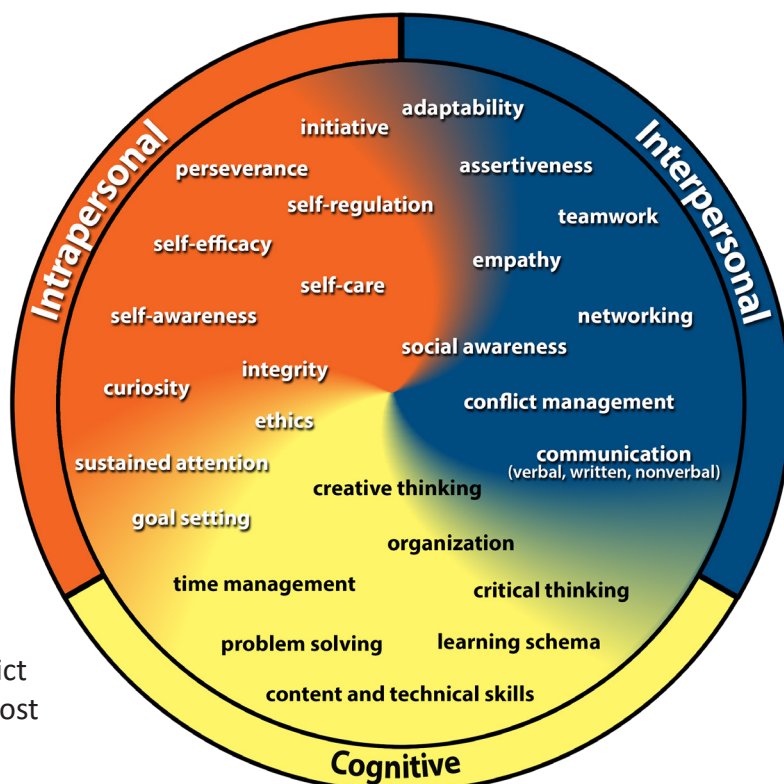
## WHAT IS THE COLLEGE AND CAREER COMPETENCY FRAMEWORK?

The *College and Career Competency Framework*, developed by Drs. Gaumer Erickson, Noonan, and Soukup at the University of Kansas Center for Research on Learning, systematically embeds intrapersonal and interpersonal skills into course content in order to help students develop into career-equipped, lifelong learners who are socially and emotionally engaged. In 2012, the National Research Council categorized the skills necessary for students to succeed in post-secondary efforts into three primary domains: intrapersonal, interpersonal, and cognitive. *The College and Career Competency Wheel* highlights specific competencies within each of these domains that are an integral part of post-secondary success, as determined by current and emerging research.

The skills identified in the *College and Career Competency Wheel* are important whether students plan to enter directly into the job market or continue on to post-secondary education. While the skills in the cognitive section of the wheel are often well-represented in course content, it is less common for intrapersonal and interpersonal competencies to be consistently included in the curriculum, making it less likely that students will fully develop these skills. In fact, according to the National Association of Colleges and Employers (2014), although intrapersonal skills (e.g., goal setting, self-regulation, self-awareness) and interpersonal skills (e.g., conflict management, teamwork, assertiveness) are most valued by employers, a large percentage of young adults lack these skills.

In addition to better preparing students for careers or college, there are numerous additional benefits to increasing students' competencies in these domains. Improvement in skills under the intrapersonal domain has been shown to correspond with increased attention in class, better grades, and attainment of higher levels of education (Dignath et al., 2008; Duckworth et al., 2007; Durlak et al., 2011; Nota, 2004; Ursache, 2012; Winkler-Eskreis et al., 2014). Improvement in interpersonal competencies has been shown to increase students' physical and mental wellness, enable them to more effectively overcome stressors, increase feelings of engagement in school, and result in higher employment rates (Davidson et al., 2007; Malecki et al., 2002; Opengart, 2007; Rosenfeld et al., 2000; Sabo et al., 2005; Swab, 2013). Improvement in the cognitive domain increases students' abilities to effectively solve real-world problems, understand and retain more information, and generalize information in multiple contexts (Chang, Wu, Weng, & Sung, 2012; English & Sriraman, 2010; Khemlani, 2000; Kuo, Hwang, & Lee, 2012).

College and Career Competency Wheel



Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). *College & Career Competency Wheel* (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press.

The *College and Career Competency Framework* includes research-based, teachable, transferable skills under the three domains and articulates the instructional practices and implementation elements necessary to successfully incorporate competency instruction into general education content systematically, to ensure that all students experience improved in-school and post-school outcomes.

After two years of implementing the *College and Career Competency Framework* as part of Arizona's Secondary Transition Mentoring Project/College and Career Readiness Team Training (STMP/CCRTT), the Higley High School team noted, "By not providing [students] information in the competencies, we are not allowing ALL students to be better prepared for post-secondary life." Similarly, the Yuma High School team noted, "...teachers made the realization that competencies that are not explicitly in the curriculum can still be embedded into already established lessons."

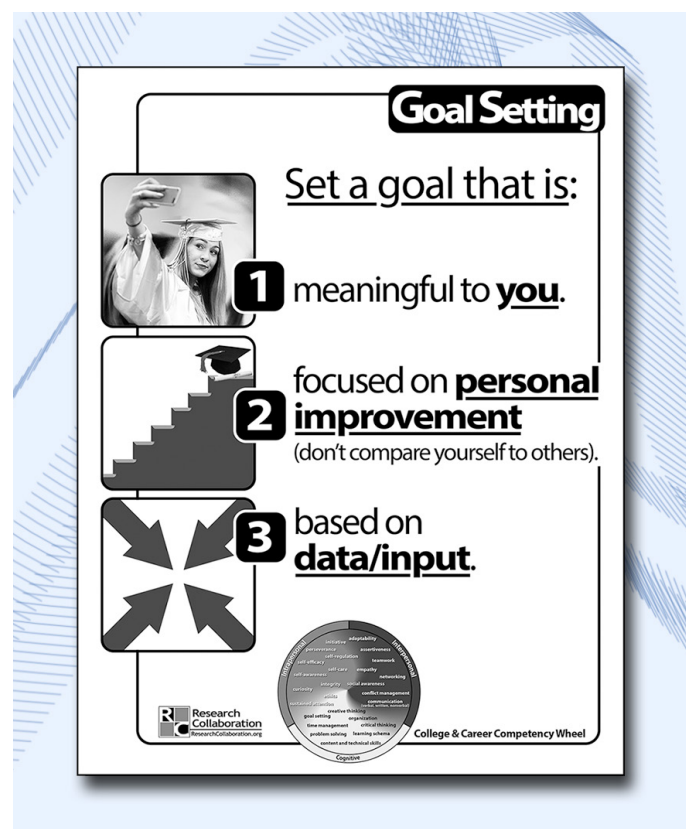
**"By not providing [students] information in the competencies, we are not allowing ALL students to be better prepared for post-secondary life."**

– Higley High School Team

## WHAT DO SCHOOLS EXPERIENCE IN THE ARIZONA SECONDARY TRANSITION MENTORING PROJECT/COLLEGE AND CAREER READINESS TEAM TRAINING?

Arizona Secondary Transition Mentoring Project/College and Career Readiness Team Training (AZ STMP/CCRTT) aims to support Arizona middle and high schools in implementing the *College and Career Competency Framework*. The project provides training and coaching to school teams to embed college and career competency development into core content (addressing standards and competencies simultaneously) in consistent, meaningful, research-based ways. As schools progress through implementation, AZ STMP/CCRTT works with them to identify data sources to analyze that are relevant to their context, can help assess impact, and can be used to determine adjustments for continued instruction. The project also focuses on helping teams gain buy-in from key stakeholders within their school to expand instruction, with the goal of building a sustainable culture of college and career readiness that utilizes tiered instruction and intervention to meet the intrapersonal, interpersonal, and cognitive instructional needs of each student.

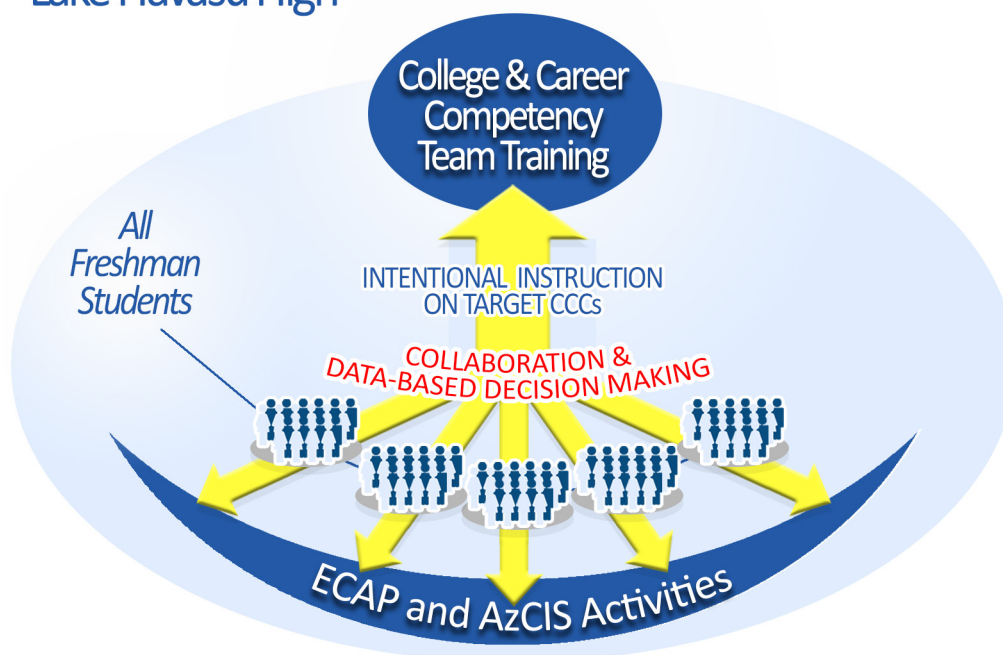
For instance, in their first year of participation in Arizona STMP/CCRTT, the Lake Havasu High School team began by making connections between the project's goal (that is, to more systematically develop intra- and interpersonal competencies) and current systems/initiatives in their school. This team recognized relationships between the Education and Career Action Plan (ECAP) process, Arizona Career Information System (AzCIS), their advisory classes, and many college and career



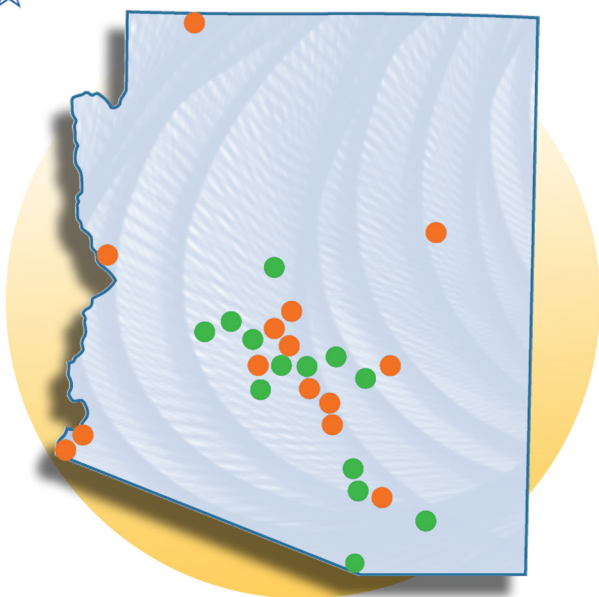
competencies on the *College and Career Competency Wheel*. This team then focused their efforts on assessing which college and career competencies they should target. They decided to provide initial instruction and opportunities for repeated practice with feedback regarding how to set effective goals during the advisory period for all 9th grade students. The team prepared detailed instructional plans with supporting materials for advisory teachers and prepared themselves to serve as instructional coaches regarding the essential components of effective goal setting.

In their second year of participation in the project, the Lake Havasu High School team's work was well underway with a target competency (i.e., goal setting) and a connection to their school's current infrastructure. The team was then able to implement goal setting instruction (teaching students that effective goals are meaningful, focused on personal improvement, and based on data/input) at a Tier 1 level (i.e., all 9th graders) with the participation of advisory teachers and administrative support. This was in addition to typical ECAP and AzCIS activities that Lake Havasu High school was already accomplishing at an exemplary level. In addition to embedding goal setting instruction into their advisory period, over 400 goal setting student questionnaires were collected. Questionnaire results were reviewed to revise goal setting instruction and provide supplemental and intensive support to those who needed it, regardless of whether or not those students received special services. Moving forward, the Lake Havasu High School team is working on providing initial instruction regarding goal setting, self-regulation, and self-efficacy in 9th and 10th grade advisory classes as well as reinforcing these competencies across all other school contexts.

## Successful *Goal Setting* Instruction at the Tier 1 Level Lake Havasu High







## 2014-16 COHORT

CACTUS SHADOWS HIGH  
EL CAPITAN PUBLIC  
DESERT HEIGHTS  
PREP. ACADEMY  
FLORENCE USD  
GILBERT USD  
GLOBE HIGH  
HIGLEY HIGH  
HOLBROOK HIGH  
KOFA HIGH  
LAKE HAVASU HIGH  
RAYMOND S. KELLIS HIGH  
SAHUARO HIGH  
SUNRISE MOUNTAIN HIGH  
YUMA HIGH

## 2015-17 COHORT

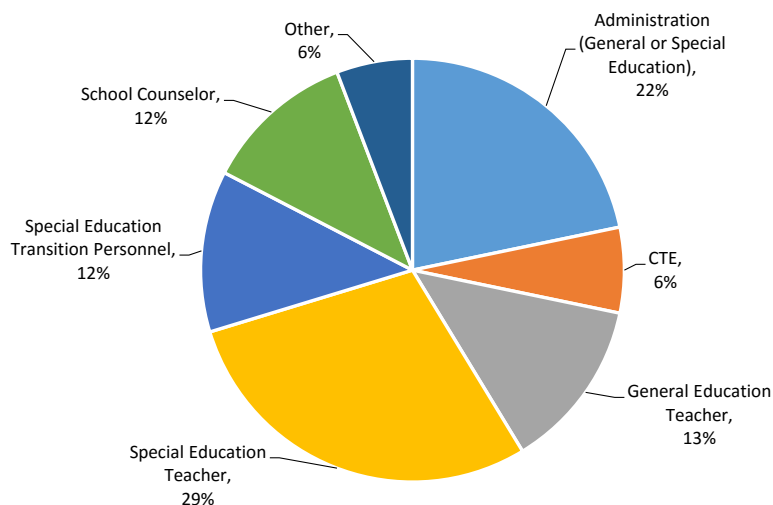
APACHE JUNCTION HIGH  
ARIZONA CHARTER  
ACADEMY  
DYSART HIGH  
FLOWING WELLS USD  
MAYER USD  
NOGALES USD  
PAN AMERICAN CHARTER  
PHOENIX USD  
SCOTTSDALE USD  
SHADOW RIDGE HIGH  
SOUTHWEST  
LEADERSHIP ACADEMY  
ST. DAVID USD  
TUCSON USD

The Arizona Department of Education Exceptional Student Services (ADE/ESS) and the University of Kansas Center for Research on Learning partnered to begin the AZ STMP/CCRTT project in 2009, inviting teams of educational professionals from public education agencies (PEAs) throughout the state to participate in two-year cohorts, attending nine days of training per cohort. The 2014-2016 cohort had 14 participating teams comprised of district and high school personnel, and the 2015-2017 cohort had 13 participating teams.

The project places an emphasis on ensuring that the teams are interdisciplinary, including various roles such as an administrator, general education teacher, special education teacher, counselor, and Career and Technical Education teachers. Teams that are composed of professionals from a variety of disciplines are able to bring in a broader range of experiences and perspectives when brainstorming how to embed instruction on intrapersonal and interpersonal competencies into the core curriculum; diverse team membership also provides a strong foundation for increasing buy-in from colleagues as teams expand their efforts.

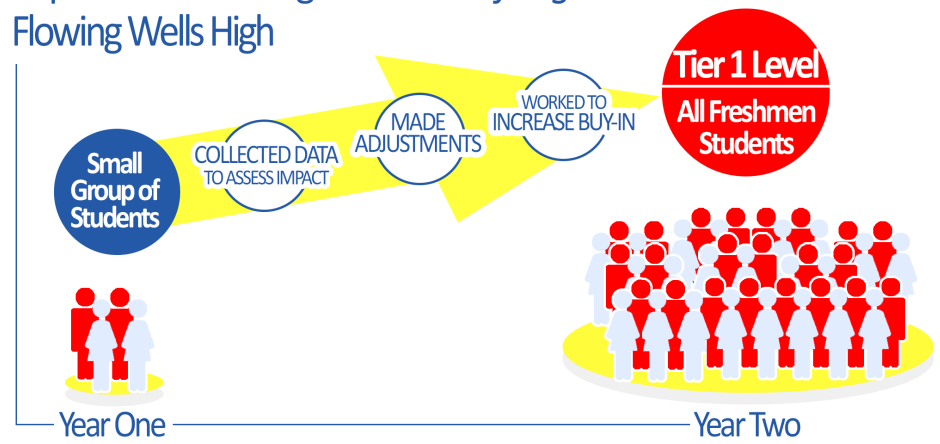
Flowing Wells High School Team has a large, interdisciplinary team that improved the competency of self-regulation in a Freshman Algebra 1 class. Their interdisciplinary team supported the general education team member in providing direct instruction on self-regulation. They also supported her with ideas and materials for reinforcing self-regulation *over time* as part of her typical algebra

**Arizona STMP/CCRTT 2015-2016 Training**  
Participants by Role (138 Total Participants)



instruction. One of the team's instructional practices was to have each student in the Algebra 1 class self-regulate something of his or her own choice (e.g., one student made a plan to complete his homework, monitored completion, made changes if/when needed, and reflected on overall process). Then, students kept a log for two weeks on their self-regulation plan, and during that time the team emailed and met with the students to monitor their progress and help students stay on track and make changes when needed. Self-regulation student questionnaires were administered twice to this group of Algebra 1 students; student survey results showed the greatest growth in controlling change and reflecting. According to the team, having the vice principal on the team was a significant factor in the successful introduction of a college and career competency within the general education classroom as was the opportunity for the entire team to collaborate on focused action planning at the face-to-face trainings. Based on their successful pilot, this team plans to provide all school staff professional development on embedding self-regulation school-wide during the 2016-17 school year. This team will also pilot conflict management competency development in three team members' classrooms (teaching both general and special education students).

### Implementation Progression of Self-Regulation Flowing Wells High



Although educational professionals are familiar with the college and career competencies and are often already incorporating some aspects of these skills into their instruction, the face-to-face trainings are an opportunity to learn evidence-based instructional practices and collaborate with colleagues across the state. The trainings synthesize the latest research to highlight the aspects of the competencies that are most important for students to master, referred to as the essential components of the competency within the project framework. This ensures that when teachers begin competency instruction, they maximize effectiveness by highlighting the most salient components and using evidence-based instructional strategies identified by current research.

Trainings also provide valuable time for teams to work together to develop a plan for how they will put the information into practice and implement intrapersonal and interpersonal competency instruction in their classes. This can include brainstorming ways to increase buy-in and get other teachers on board, developing specific instructional plans to try in their classrooms, analyzing a variety of data sources to determine impact, and adjusting guided practice opportunities based on students' continued needs.

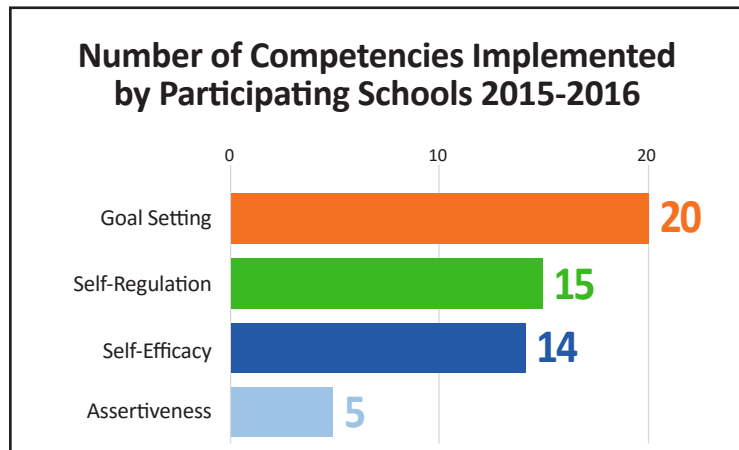
Ultimately, the trainings provide the foundation (evidence-based research and coaching to collaboratively create plans, analyze data, assess impact, and make adjustments) for the primary intended outcome: providing systematic instruction and guided practice in intrapersonal and interpersonal competencies to help students develop skills vital in college and careers, and improve students' in-school and post-school outcomes as a result.

### Self-Regulation Essential Components

1. **Plan** for and articulate what you want to accomplish.
2. Immediately **monitor** progress and interference regarding your goal.
3. **Control** change by implementing specific strategies when things are not going as planned.
4. **Reflect** on what worked and what you can do better next time.

## WHAT COMPETENCIES ARE SCHOOLS INCORPORATING INTO THEIR CURRICULUM WITH AZ STMP/CCRTT?

Based on students' needs and school initiatives, teams identified priority competencies to begin implementing. Several schools chose to begin by implementing instruction on two closely related



competencies at the same time, such as goal setting and self-regulation. As teams became comfortable with the instructional practices needed for implementing their initial competency choice(s), they would then select additional competencies to develop. As a result, by the end of the year, all participating schools effectively taught and reinforced at least one competency in their instruction, and several teams in both cohorts had expanded to two or three competencies. The graph to the left shows all the competencies that Arizona STMP/CCRTT teams included in their instruction throughout the year.

## WHAT STUDENT DATA INFORMS INSTRUCTION?

Formative questionnaires give teachers the opportunity to regularly assess students' needs concerning competency instruction. Additionally, when taken online, these questionnaires provide students with immediate quantitative data about their own proficiency and engage them in the process of learning

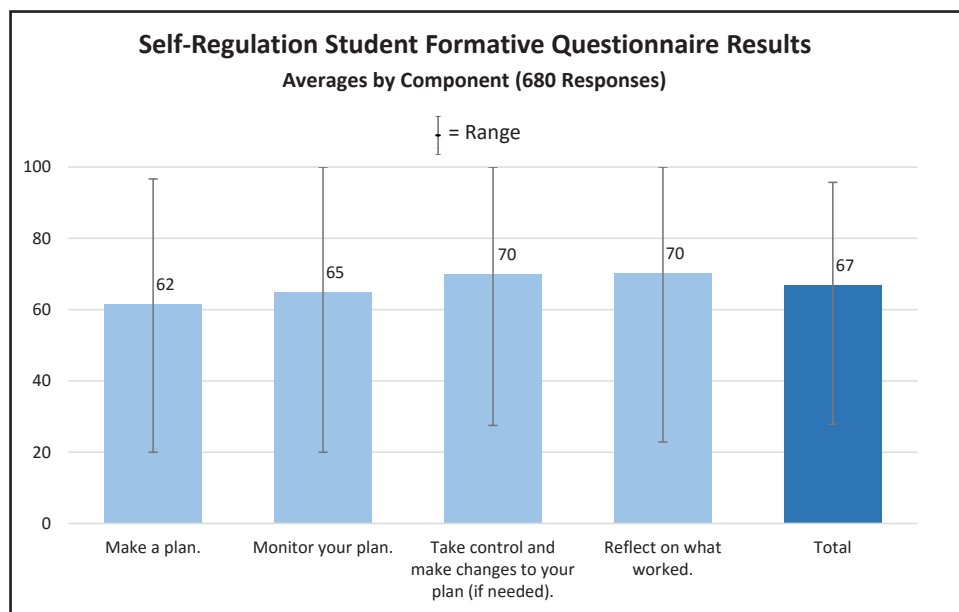
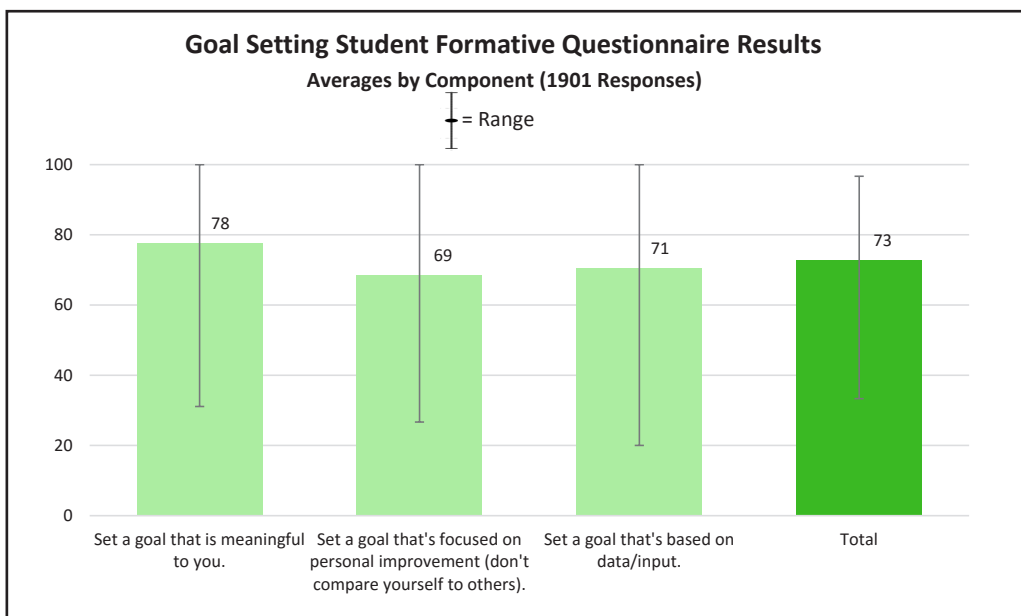
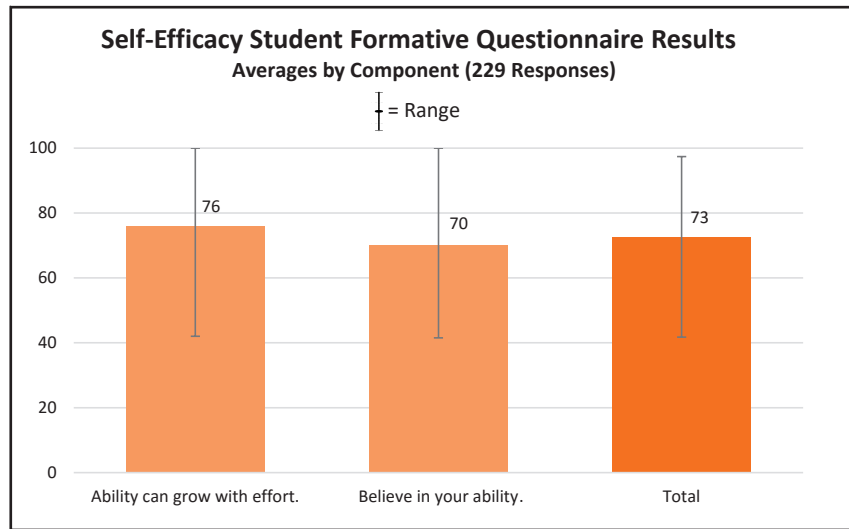
*In the 2015-2016 school year, nearly 3000 formative questionnaires were completed by Arizona students.*

about and reflecting on the competency. The items center around the competency's *essential components* (key common features identified through a literature review process). Students rate the items on a 5-point scale from 1 (not like me) to 5 (very like me); for ease of interpretation, averages are then adjusted to a 100-point scale. In the 2015-2016 school year, nearly 3000 formative questionnaires were completed by Arizona students.

The following graphs show that overall, students rated themselves around a C average for each competency.

However, it is important to note that the questionnaires are a formative tool, with two primary purposes. The first is to help students understand how they are progressing and developing in respect to the individual components and the competency overall. Students are not expected to immediately demonstrate high levels of proficiency in the competencies; in fact, research has shown that "with increasing knowledge comes decreasing overconfidence" (Lichtensten & Fischhoff, 1977; see also Haglund & Herron, 2007; Kruger & Dunning, 1999). In other words, as students receive instruction on the competencies and begin to more accurately understand what proficiency in the competencies looks like, they may actually give themselves lower (but more accurate) ratings. The second purpose of the questionnaires is to help teachers determine if there are areas that students are consistently having trouble with, which might suggest areas of instruction that need modification to be more effective.





## WHAT IS THE IMPLEMENTATION TRAJECTORY?

The *College and Career Competency Implementation Roadmap* identifies the intended outcomes for each stage of implementation in the Arizona STMP/CCRTT project. This tool was developed through an iterative process. The 2015-2017 cohort completed the *Implementation Roadmap* at their final Year 1 training session. The data was verified through team interviews and gallery walk presentations. The 2015-2017

***"We have already seen the benefits [of this project] by comparing data including beginning grades, current grades, turned in assignments, attendance records, etc. We have seen grades improve, zeros in the grade book decrease, and improved action plans. We also had a [general education] teacher complete a self-efficacy unit with her READ180 class and had great results."***

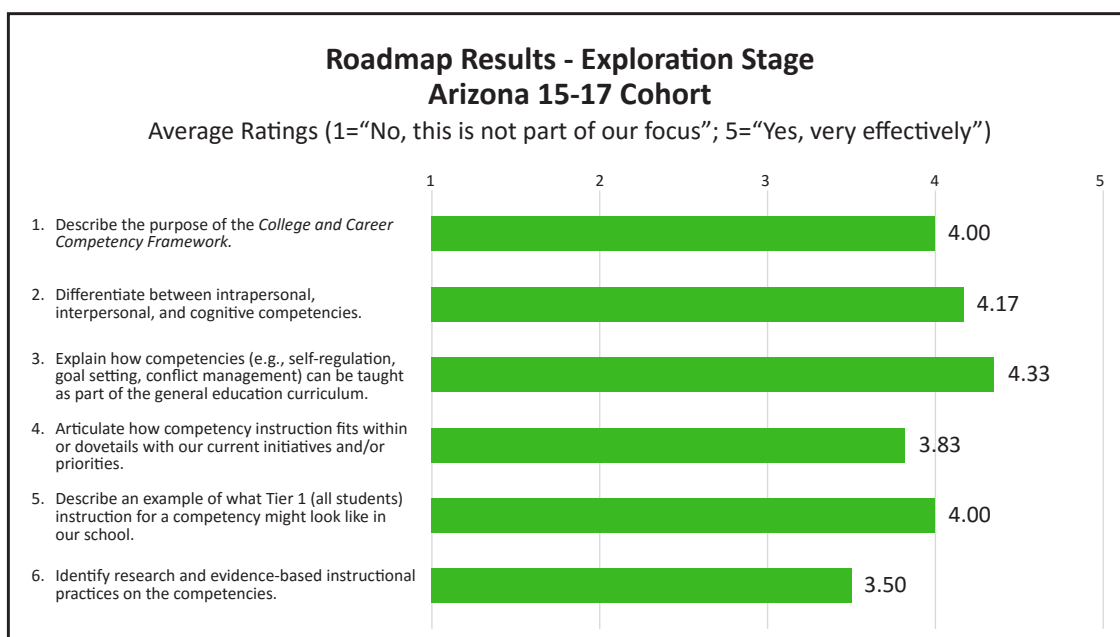
— Raymond S. Kellis High School,  
Peoria USD Team Member

cohort will complete the *Implementation Roadmap* again in Spring 2017. Because the development of the *Implementation Roadmap* was informed by the experiences and feedback of the 2014-2016 cohort as they completed the project, they did not complete the tool. Therefore, all data provided in this section is from the 2015-2017 cohort.

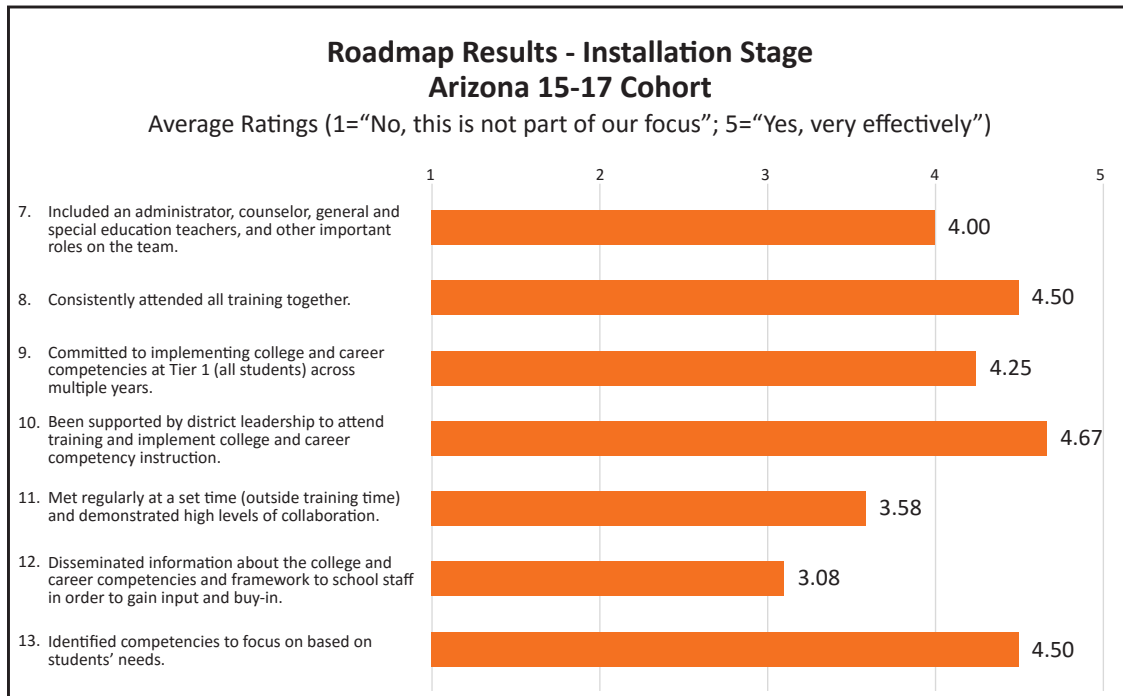
At the start of the project, when participating teams are first becoming familiar with the *College and Career Competency Framework* and the methods for implementing it in

their schools, their work falls under the *Exploration* and *Installation* stages. The expectation is that by the end of Year 1, teams will have met the standards outlined within the *Exploration* and *Installation* stages for at least three competencies. The expectation for the end of Year 2 is that schools will have met the standards outlined within the *Initial Implementation Stage* for one or more competencies. The schools' efforts after the conclusion of Year 2 will focus on progression from the *Initial Implementation Stage* to the *Full Implementation Stage*.

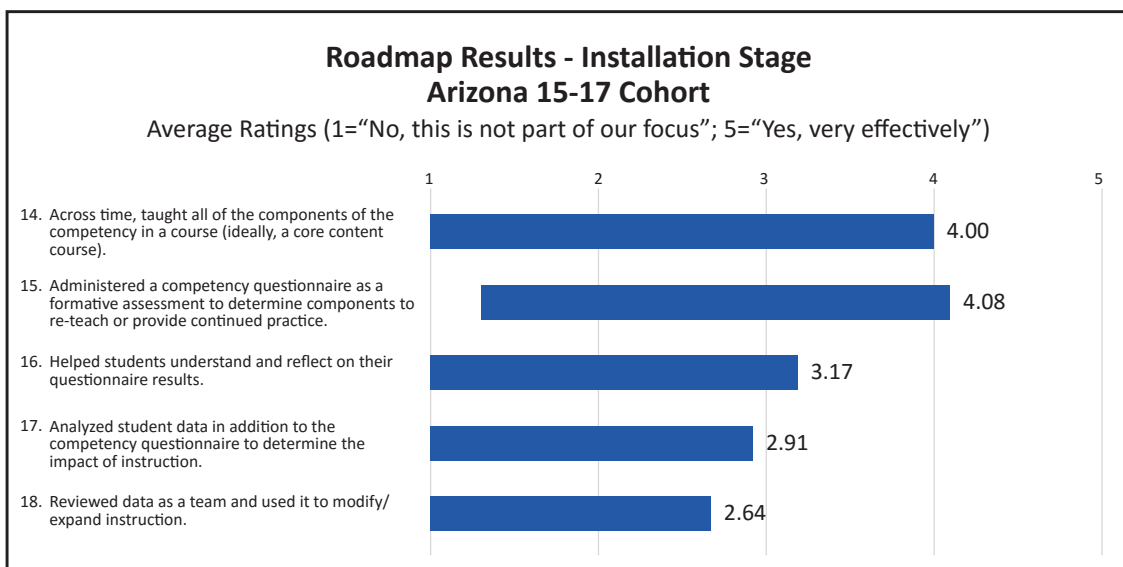
The primary outcome of the *Exploration Stage* is for participating teams to thoroughly understand the core parts of the project. The graph below shows how the 2015-2017 cohort of participating schools rated themselves on these aspects of the *Exploration Stage* at the end of Year 1 of the project.



The *Installation Stage* has two primary outcomes, the first of which is that teams identify and secure the necessary resources to implement college and career competency instruction. The graph below demonstrates how the 2015-2017 cohort of participating schools rated themselves on these aspects of the *Installation Stage* at the end of Year 1 of the project.



The second outcome of the *Installation Stage* is for teams to implement college and career competency instruction with a small, representative group of students (also referred to as a pilot implementation). In order to achieve this outcome, teams choose a competency to focus on, a class or classes for implementing instruction, and then follow the identified best practices for effective implementation. The graph below shows how the 2015-2017 cohort rated themselves on these aspects of the *Installation Stage* at the end of Year 1.



As teams gain expertise in the competencies and begin to obtain buy-in from others in their school, they transition from the *Installation Stage* into the *Initial Implementation Stage*. This is the stage that most teams will be implementing as they progress through the second year of the project. The *Initial Implementation Stage* focuses on expanding competency instruction, guided practice, and independent practice at Tier 1 (i.e., all students). This requires gaining buy-in from other teachers across the school and training them on how to implement competency instruction within their curriculum.

At the end of Year 2 of AZ STMP/CCRTT, participating schools will have accomplished the outcomes in the *Exploration*, *Installation*, and *Initial Implementation* stages for one to three competencies. They will have a deep understanding of the implementation process at their school and will be ready to reach full implementation of foundational competencies and begin the implementation process for additional competencies. For instance, Florence Unified School District, one of the teams in the 2014-2016 cohort, provides an example of a team that is moving successfully through the *Initial Implementation Stage* by the end of their second year of the project.

### COLLEGE AND CAREER COMPETENCY FRAMEWORK

**Florence Unified School District** participated in the 2014-2016 cohort and has implemented the ***College and Career Competency Framework*** effectively. The team has a strong shared vision. They piloted competencies at two high schools: **Florence High School** and **Poston Butte High School**. They are now implementing goal setting, assertiveness, conflict management, and networking school-wide (i.e., the first week of every quarter during 2nd hour classes). This team has developed lessons for all teachers to easily access and use. They created these lessons based on their experiences piloting competencies in Year 1 of the project and with the resources found at [www.ResearchCollaboration.org/page/CCCFramework](http://www.ResearchCollaboration.org/page/CCCFramework).

The **Florence Unified School District** team already has plans in place (approved by administration) to provide professional development to all school staff as they improve their current planning and teaching practices regarding target competencies. Furthermore, the **Florence Unified School District** team is creating a cultural/environmental emphasis on goal setting, assertiveness, conflict management, and networking by hanging student-friendly posters for each of these competencies in common areas such as the cafeteria and primary hallway at both schools.

# PROJECT OUTCOMES

## WHAT IMPROVEMENTS HAVE SCHOOLS SEEN FROM PARTICIPATING IN ARIZONA STMP/CCRTT?

Arizona STMP/CCRTT participating schools noted a number of positive impacts as a result of implementing instruction on college and career competencies. The impacts included students' *and* teachers' increased awareness and understanding of the competencies as well as increased acknowledgement of the importance of the competencies for success in college and careers, and students' increased application of and proficiency in the competencies. Below are profiles from two schools detailing the impacts they have observed as they have embedded college and career competency instruction into their classrooms.

### DYSART UNIFIED SCHOOL DISTRICT (DYSART HIGH SCHOOL)

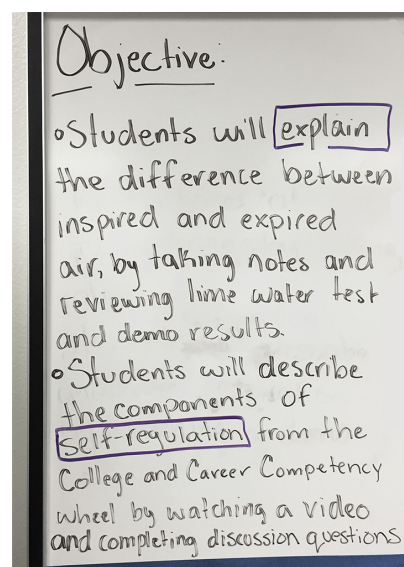
The Dysart High School team began working to systematically improve students' college and career competencies by intentionally teaching self-regulation in a 9th grade Biology classroom. This served as their gateway when learning how to provide regular and meaningful self-regulation instruction in a content area. The Dysart team focused their integrated instruction on the four essential components of self-regulation: 1) planning what to accomplish; 2) monitoring progress; 3) making changes as needed; and 4) reflecting on what did and didn't work. These essential components of self-regulation provided the team with the "main ideas" to teach and reinforce in specific content areas.

To begin, the teacher posted two objectives on her white board:

- Students will explain the difference between inspired and expired air, by taking notes and reviewing lime water test and demo results.
- Students will describe the components of self-regulation from the *College and Career Competency Wheel* by watching a video and completing discussion questions.

This teacher made it explicit that developing self-regulation is equally as important as learning about Biology. She emphasized that intrapersonal college and career competencies such as self-regulation can contribute to improved study habits, better grades, completed assignments, and success in careers related to Biology. The Dysart High School team created a series of instructional activities to embed in the Biology content throughout the school year. One activity was a presentation that included a short Pixar video ([https://www.youtube.com/watch?v=9yOxx\\_4oOMs](https://www.youtube.com/watch?v=9yOxx_4oOMs)) and discussion questions regarding the main character's initial **plan**, how the character **monitored** his progress, when he noticed a need for a **change**, and how he chose a new strategy to make sure his plan was a success. The teacher then asked students to reflect on how they planned to monitor their own work and if they would stick to their plan even if they saw a need for change. She asked her Biology students to consider if their goals should change or if the way to reach their goals needed to change.

As part of their continued self-regulation instruction, the Biology students were instructed to use the four essential components of self-regulation as they completed a specific, challenging assignment. The teacher noted that with initial instruction, practice, and feedback regarding self-regulation, 100% of her students (including students who are ELL and in Special Education) submitted the assignment on time or even early. In contrast, in an identical Biology classroom that did not receive self-regulation instruction, only 50% of the students submitted the assignment on time. When asked what helped them complete the assignment on time, students commented that they knew exactly what to do (that is, they had a plan) and many shared that they had worked on the assignment at home without prompting. Additionally, a couple





of students noted that they felt less anxiety about assignment completion because they were tracking their progress and felt they had power to make changes when needed. The Biology teacher stated, “This was the first time in 3 years that I had 100% participation in a lab final. ... Students began to demonstrate self-regulation as evidenced by the ability to independently follow through with multi-step processes over a 4-day period (and independently sought out assistance when needed). They were able to plan their lab in a timely manner, seek out approval, follow through with the project, and then adjust and adapt as needed. Every student participated and began to take responsibility for his or her learning. The teacher across the hall began asking, ‘How are you getting through this part of the project so quickly?’”

The Dysart High School team noted that teaching college and career competencies takes time and repeated explanations of how these competencies can make a difference. They attribute their success to both their efforts to gain student buy-in about the importance of self-regulation for future success and their collaborative planning process for developing self-regulation instructional activities. All team members worked to develop ways to reinforce self-regulation as well as collect data (including student work) regarding the impact of teaching self-regulation.

*“[Students] were able to plan ... in a timely manner, seek out approval, follow through with the project, and then adjust and adapt as needed. Every student participated and began to take responsibility for his or her learning.”*

*– Dysart High Teacher*

After piloting their instruction and learning from their experiences, the Dysart High School team worked with six additional content area teachers to begin targeting self-regulation in their classes, and began outlining methods to support non-readers’ development of self-regulation (i.e., Tier 2 and Tier 3 supports). Furthermore, a team member debriefed the building principal regarding the project and received approval to plan additional training opportunities for more Dysart High School teachers regarding self-regulation as part of typical instruction.

## **NOGALES UNIFIED SCHOOL DISTRICT (NOGALES HIGH SCHOOL)**

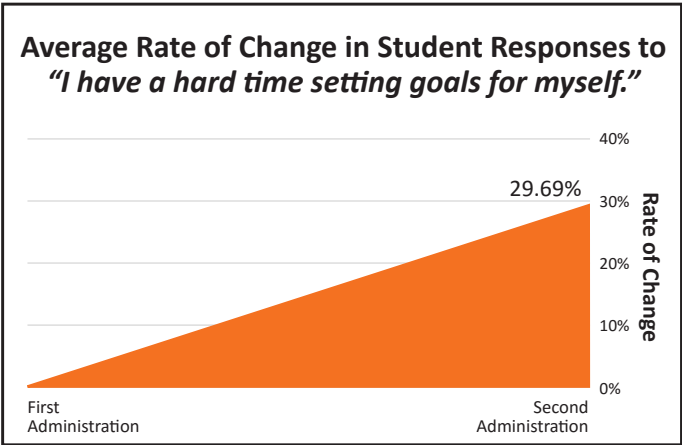
In their first year of participation in STMP/CCRTT, the Nogales High School team chose to work with students on the intrapersonal competency of goal setting. As a result of their efforts, the Nogales team saw improvement in student *and* teacher understanding/application of goal setting.

At their first STMP/CCRTT training, the Nogales team learned about the essential components of goal setting, which emphasize the importance of setting goals that are: 1) meaningful to you; 2) based on personal improvement rather than comparisons to others; and 3) based on data. After considering these essential components and reviewing students’ past goals, the Nogales team realized that their students were rarely creating meaningful goals for themselves. In fact, they noted that their students often struggled with articulating what they wanted to do or learn; many students’ goals were heavily influenced by teachers, parents, or even peers rather than their own interests or aspirations.

The Nogales team decided to create a bank of instructional activities and use these ideas to develop students’ ability to voluntarily and proactively express their own goals related to school, work, and personal life. The team began by strengthening students’ goal setting vocabulary (e.g., preferences, interests, short-term and long-term goals, data, feedback, etc.). Next, they discussed examples and non-examples of effective goals and asked students to write essays about the importance of goal setting. Importantly, the Nogales teachers also engaged students in a guided practice activity where students

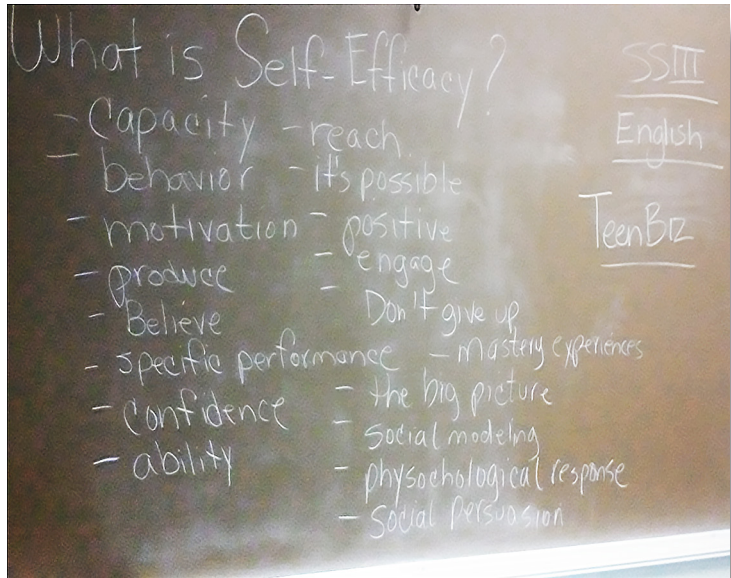
came up with a class goal based on the three essential components of goal setting and then used a rubric to score the “quality” of their class goal.

This team also administered the goal setting student questionnaire twice to 25 students who received the goal setting instruction, with approximately one month between the first and second administration. The questionnaire measures students’ self-rating on how well they currently meet the essential components of goal setting. For instance, on the item “I have a hard time setting goals for myself,” students’ average rating decreased by 30% between the first and second time they completed the questionnaire. In other words, after receiving instruction on the goal setting essential components and being provided with opportunities for guided and independent practice at setting effective goals, on average, the students rated themselves 30% less likely to have difficulties in setting appropriate goals for themselves. Data such as this demonstrate that the Nogales team’s goal setting instructional activities helped students better articulate what they wanted to do or learn.



The Nogales team also worked with their students to make the connection between having a strong sense of self-efficacy and being able to reach your goals. Specifically, in their instruction, they emphasized the relationship between exemplifying the essential components of self-efficacy (believing that you can achieve your goal and knowing that your ability can grow with effort) and being successful in reaching your goals. As part of the instruction, they watched videos that illustrated the concepts of self-efficacy and goal setting, discussed quotes, and taught students how to make victory logs to record specific accomplishments related to challenging topics. Students also researched professionals in various careers

who were self-efficacious and articulated how they demonstrated effort or their belief that they could accomplish something specific. Students then connected that type of thinking to a challenging personal goal. This team notes, “Students have learned to connect goal setting and the role of self-efficacy to accomplish goals. ... students are applying [challenging course] material to their career plans.” The Nogales team made an impact on students and teachers by recognizing that instruction is most effective for in-school and post-school success when it encourages students to develop intrapersonal, interpersonal, and cognitive skills simultaneously.



# LEARN MORE

## WHAT DOES PARTICIPATION INCLUDE?

Participation for Arizona STMP/CCRTT, now titled the College and Career Competency Team Training (CCCTT), includes face-to-face trainings, site visits, and sustainability support for select teams. During the first year of training, school teams attend the Arizona Annual Transition Conference and participate in three two-day, face-to-face training sessions. In the first training session, teams are asked to evaluate their school's current strengths and needs with regard to intrapersonal and interpersonal competencies and identify connections to current school initiatives. Based on this information, teams create a detailed plan (which will be refined and expanded upon throughout the project) for implementing competency instruction in their school. To better infuse intrapersonal and interpersonal competency development into their instruction, teachers learn the essential components of competencies, engage in personal reflection regarding competencies, collect and review specific competency data, watch competency-specific videos, and study examples of various educators (e.g., biology teachers, English teachers, special education teachers) including competency instruction in their classes. Teachers practice creating supplemental instructional strategies / lessons for specific competencies, tailoring the plans to their specific context and environment. Throughout the process, teams are provided numerous opportunities for discussion and purposeful reflection to facilitate informed decisions regarding resources and supports needed.

In the second year of training, teams attend the Arizona Annual Transition Conference, continue face-to-face training, and receive school visits. Teams work on taking implementation to scale. Data is analyzed and interpreted to identify innovative additions and subtractions that can be made to the framework as it is expanded to include more school staff. Team action plans focus on going deeper and broader with competency instruction, gaining further school-wide buy-in, and providing instruction on one to three intrapersonal and interpersonal competencies for a grade level or content area. In Year 2, the core team will expand instruction on the essential components of target competencies by modeling evidence-based instructional strategies to more teachers within the school. The school visits by project staff may involve on-site booster trainings for core team/extended team or instructional observation and post-observation coaching. Year 2 also includes an emphasis on family involvement in developing students' intrapersonal and interpersonal competencies as a way to support the transferability of the competencies to a broad variety of situations and contexts.

In Year 3 and forward, all teams retain access to the project website and receive basic sustainability support (such as frequent email blasts highlighting effective instructional practices and new resources); teams are also eligible to apply for enhanced or intensive sustainability support, which include additional on-site visits, coaching calls, and other supports from project staff. Teams work to create a sustainable model of services and supports that provide a valid, reliable, and evidence-based approach to developing students' intrapersonal and interpersonal competencies, systematically and school-wide. In Year 3, schools continue to implement effective, research-based practices and make data-driven decisions, all while being mindful of the changing dynamics of teacher needs (e.g., preparation) and student needs (systematic instruction) regarding intrapersonal and interpersonal college and career competencies.

To learn more about the *College and Career Competency Framework* and this multi-year, interactive, and interdisciplinary team training opportunity, please contact Jeannette Zemeida, Administrative Assistant at ADE/ESS ([Jeannette.Zemeida@azed.gov](mailto:Jeannette.Zemeida@azed.gov)), or Dr. Jane Soukup at the University of Kansas ([jsoukup@ku.edu](mailto:jsoukup@ku.edu)).

*"Infusing the competencies into the curriculum is definitely challenging, but so worth our efforts. We are lucky we get to positively influence these teenagers before they go out on their own, and even luckier to get the training on how to teach our kids the skills that are so often overlooked. Working on the STMP team puts our careers in perspective!"*

*– Cave Creek Team Member*

## WHAT RESOURCES ARE AVAILABLE?

This project provides a wide variety of resources on college and career competencies, available online at <http://researchcollaboration.org/page/CCCFramework>.

### College and Career Competency Resources

- **Introductory videos** that highlight the essential components of the competency.
- **Teacher Guides** that synthesize the current research and provide examples of instructional practices.
- **Padlets** that feature a wide array of resources, instructional practices, and teaching tools that are identified through the research or by teacher recommendation.
- **Questionnaires** that teachers can administer to students as a formative assessment of their current baseline within the competency.
- **Posters** that highlight the most important aspects of the competency in student-friendly language.
- **Resources for parents** as they work with their students on developing college and career competencies.
- **Videos** and additional information about the College and Career Competency Framework.

Available online at: [ResearchCollaboration.org/page/CCCFramework](http://ResearchCollaboration.org/page/CCCFramework)

## PROJECT SUMMARY

Arizona Secondary Transition Mentoring Project/College and Career Readiness Team Training (retitled Arizona's College and Career Competency Team Training as of August 2016) provides training and coaching support to schools in Arizona as they work to embed college and career competency development into core content (i.e., addressing standards and competencies simultaneously), use data-based decision making to continually make adjustments, and collaborate to build transferable skills so that students can become **career-equipped, socially and emotionally engaged, lifelong learners**. The project is not a separate initiative, standalone course/curriculum, or add-on; rather it aims to provide coaching, resources, and other supports to help schools build a sustainable culture of college and career readiness.

*"[Before beginning AZ STMP/CCRTT], we were teaching those in our special education programs **how to plan, execute and goal set**, [but] we were not sharing those same lessons with general education students but rather we were expecting them to learn those skills on their own."*

*– Arizona Charter Academy Team Member*

