



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





CONTENTS

PROJECT OVERVIEW

COLLEGE AND CAREER COMPETENCY FRAMEWORK.....	1
PARTICIPATING SCHOOLS	2
WHAT SCHOOLS EXPERIENCE	3
COMPETENCIES INCORPORATED INTO CURRICULA.....	6

PROJECT OUTCOMES

IMPROVEMENTS IN PARTICIPATING SCHOOLS.....	7
IMPLEMENTATION TRAJECTORY.....	11

LEARN MORE

PROJECT PARTICIPATION OPTIONS.....	14
HOW TO APPLY	15
RESOURCES AVAILABLE	15

PROJECT SUMMARY

APPENDIX A: COLLEGE AND CAREER COMPETENCY FRAMEWORK NEWSLETTER.....

APPENDIX B: COLLEGE AND CAREER COMPETENCY IMPLEMENTATION ROADMAP

PROJECT OVERVIEW

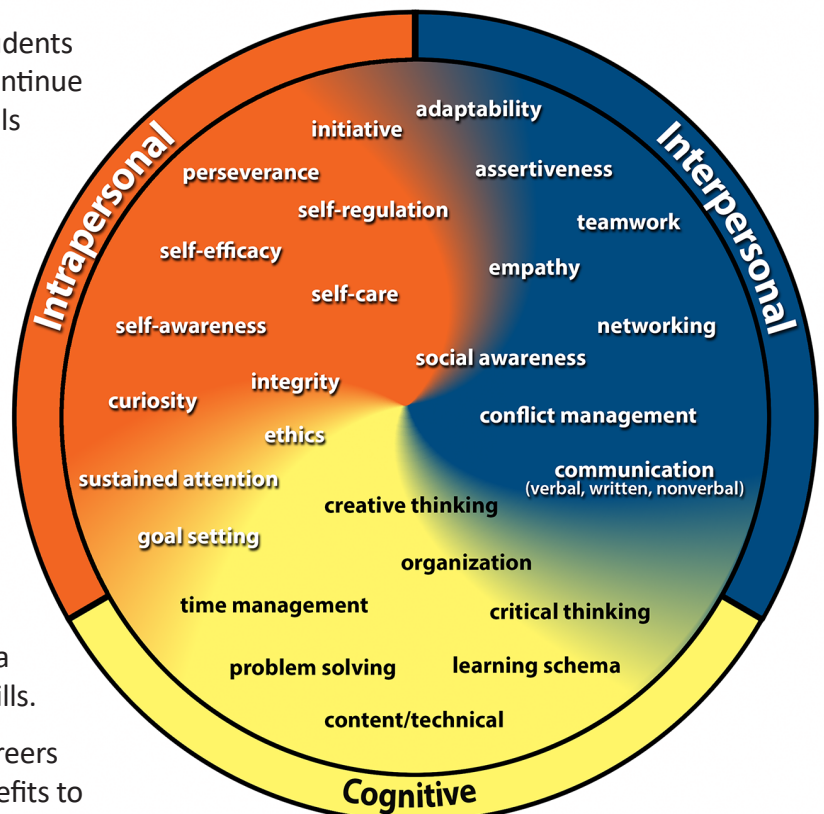
WHAT IS THE COLLEGE AND CAREER COMPETENCY FRAMEWORK?

The *College and Career Competency Framework*, developed by Drs. Gaumer Erickson and Noonan at the University of Kansas Center for Research on Learning, systematically embeds instruction of necessary competencies 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 in-school and 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 high school course content, it is less common for intrapersonal and interpersonal competencies to be consistently included in curricula, making it less likely that these important skills will be applied in school and transferable to post-secondary experiences. 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, Buettner, & Langfeldt, 2008; Duckworth, Peterson, Matthews, & Kelly, 2007; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Eskreis-Winkler, Shulman, Beal, & Duckworth, 2014; Nota, Soresi, & Zimmerman, 2004; Ursache, Blair, & Raver, 2012). 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 & Demaray, 2007; Malecki & Demaray, 2002; Opengart, 2007; Rosenfeld, Richman, & Bowen, 2000; Sabo, Miller, Melnick, Farrell, & Barnes, 2005; Schwab, 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 (Brewer, 2002; Chang, Wu, Weng, & Sung, 2012; English & Sriraman, 2010; Kuo, Hwang, & Lee, 2012).

College and Career Competency Wheel



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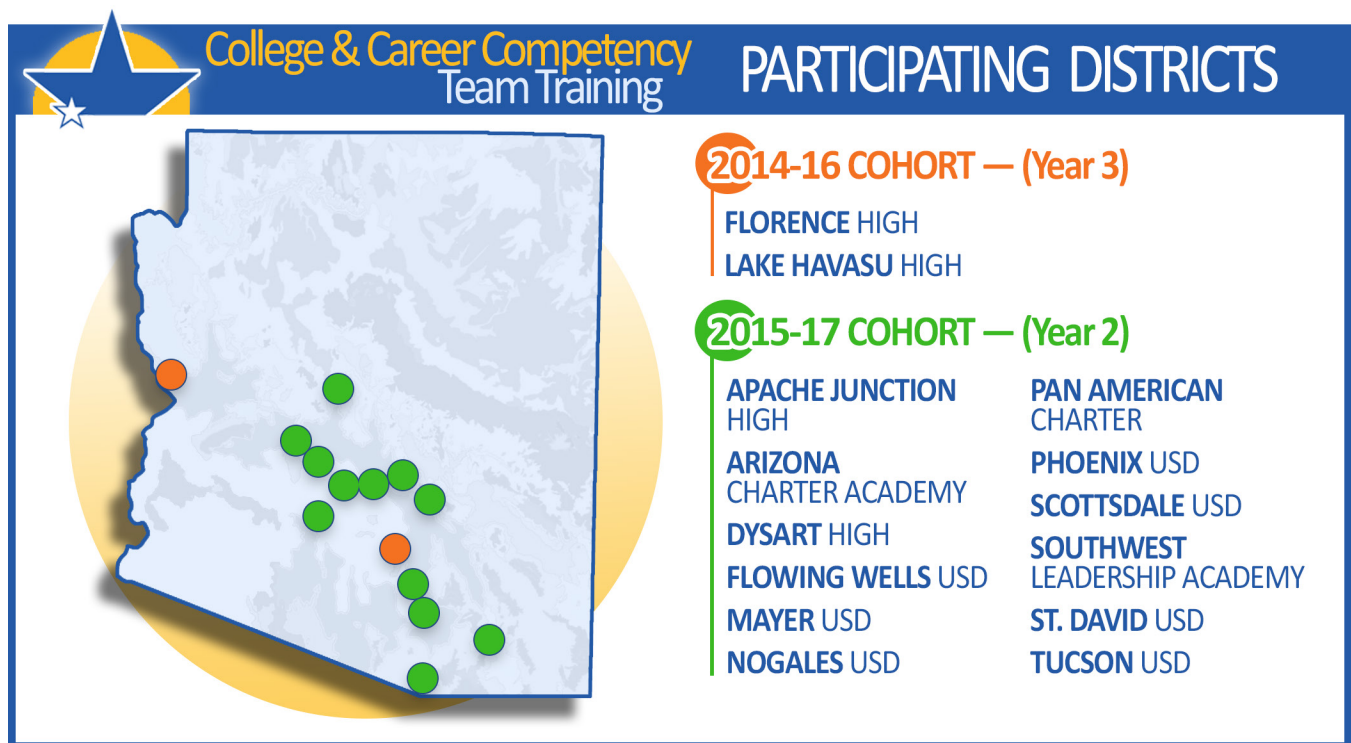
*"[Before this project,]
I think some teachers looked at
new ideas as an additional "thing"
they have to add to their already full plate.
They didn't understand that it is just part of
good teaching and totally necessary
**for students to move on
and move out successfully.**"*

— AZ CCCTT Team Member

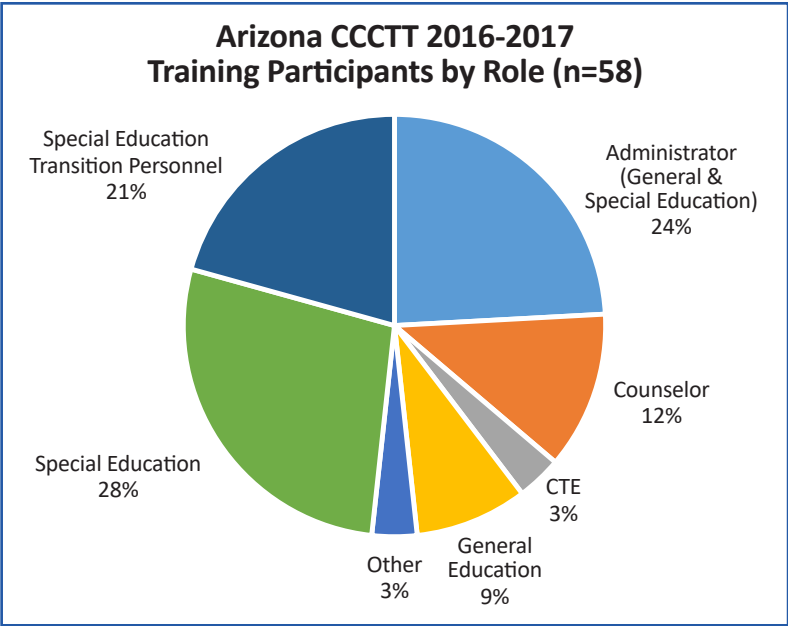
The *College and Career Competency Framework* includes research-based, teachable, transferable skills under the three domains and articulates the instructional practices and implementation elements necessary to successfully incorporate competency instruction into various content areas (e.g., AP English, Algebra I, or Advisory) systematically, to support improved in-school and post-school outcomes for all students.

ARIZONA'S COLLEGE AND CAREER COMPETENCY TEAM TRAINING - PARTICIPATING SCHOOLS

The Arizona Department of Education Exceptional Student Services (ADE/ESS) and the University of Kansas Center for Research on Learning partnered to begin Arizona's College and Career Competency Team Training (AZ CCCTT) in 2012. The project invited teams of educational professionals from public education agencies (PEAs) throughout the state to participate in two-year cohorts, attending approximately six days of training per year. As shown in the map below, 2016-17 participating schools included two 2014-2016 teams receiving Year 3 Intensive Sustainability Support, and 12 teams in the 2015-17 cohort completing Year 2; there was not a Year 1 cohort this year. This report covers the 2016-17 school year, and will therefore focus on the 15-17 teams' Year 2 work and the two selected 14-16 teams' Year 3 efforts. In the 2017-18 school year, two 15-17 schools (Nogales USD and Flowing Wells USD) will receive Year 3 Intensive Sustainability Support, and the 2017-2019 cohort will begin Year 1 of the project.



AZ CCCTT 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 content-specific curricula and various educational interactions; diverse team membership also provides a strong foundation for increasing buy-in from colleagues as teams expand their efforts. The graph below shows the distribution of roles for all 2016-17 AZ CCCTT participants.



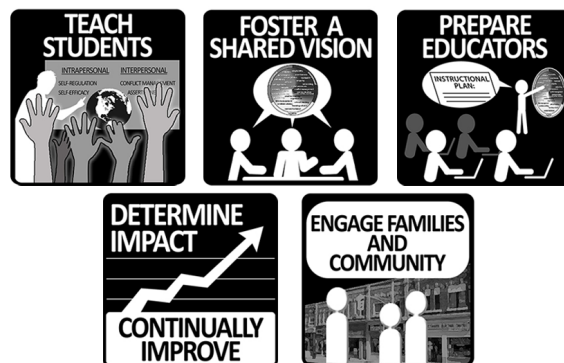
WHAT DO SCHOOLS EXPERIENCE IN ARIZONA'S COLLEGE AND CAREER COMPETENCY TEAM TRAINING?

AZ CCCTT supports Arizona schools in implementing the *College and Career Competency Framework*. The project provides educators guided practice with feedback as they embed intrapersonal and/or interpersonal competency development into core content (addressing standards and competencies simultaneously) in consistent, meaningful, research-based ways. As schools progress through implementation, AZ CCCTT works with them to identify relevant data sources to assess impact and inform adjustments to continued instruction. The project also focuses on helping teams gain buy-in from key stakeholders within their school to expand instruction. The long-term goal is for schools to build a sustainable culture of college and career readiness to meet the intrapersonal, interpersonal, and cognitive instructional needs of each student. Participation in AZ CCCTT includes several face-to-face training days each academic year of the project, site visits, and coaching support for including competency instruction in course content.

During Year 1 (the 2015-16 school year for the 15-17 cohort), school teams focus on teaching one to three competencies in their specific classes/contexts. In short, Year 1 AZ CCCTT trainings focus on 1) providing the latest research-based information on the competencies, 2) coaching and supporting core team participants to create instructional plans for embedding competency instruction in their course content, 3) providing feedback on instructional plans, and 4) helping participants use appropriate data sources to analyze the effects of competency instruction while making plans for future instruction.

During Year 2 (this year for the 15-17 cohort), teams focus on expanding the scope of their work within the school. CCCTT teams choose either a content area (e.g., English, Math, etc.) or a grade level, and then work to plan and provide professional development to a targeted group of teachers at their school site on at least one of the competencies they implemented in Year 1. This newly identified, expanded group of teachers at each school follows a process similar to what core team members experienced— that is, developing a shared vision and then learning, planning, teaching, and refining competency instruction in their classes/contexts. The three Year 2 trainings focus on providing teams with increased and tailored support based on their progress and challenges in these efforts.

The overarching goals of Year 2 (represented in the images to the right) are to teach students the competencies, foster a shared vision of competency instruction school-wide, prepare an expanded team of educators to teach the competencies, regularly assess the impact of competency instruction and make adjustments to continually improve outcomes, and engage families and the community in developing students' competencies.



Additionally, AZ CCCTT provided all Year 2 teams the opportunity to have a two-hour school visit with AZ CCCTT staff. Teams chose the activities for the visits in order to make them most effective for their context. The school visits included a number of activities, such as in-depth conversations about teams' specific needs/circumstances, booster trainings on specific competencies, and teachers conducting a CCC lesson while AZ CCCTT staff observed and offered feedback. All visits also included a meeting with the core team to discuss progress and challenges, and a brief meeting with the principal or vice principal to discuss the *CCC Framework* to help gain buy-in for further school-wide expansion.

At the start of Year 2, Dysart High's CCCTT core team included representatives from the general education (biology), counseling, administration, and special education departments. Each of these department representatives worked within their subject/service area to help students develop specific competencies. The general education teacher, counselor, and special education teacher focused on developing students'

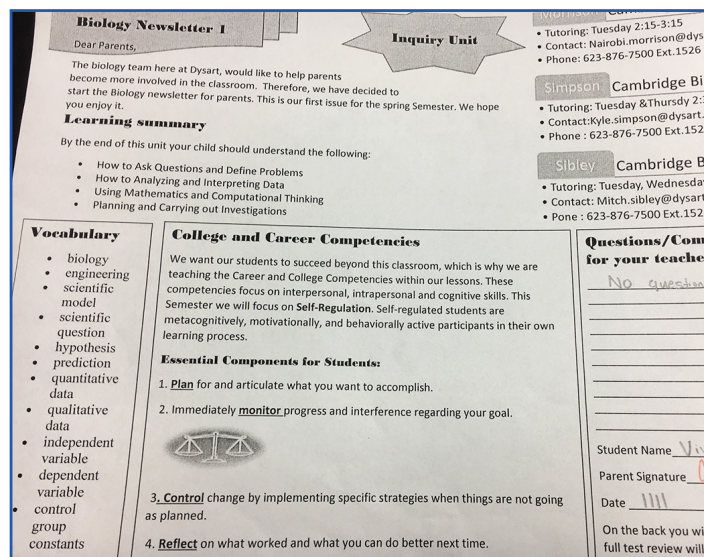
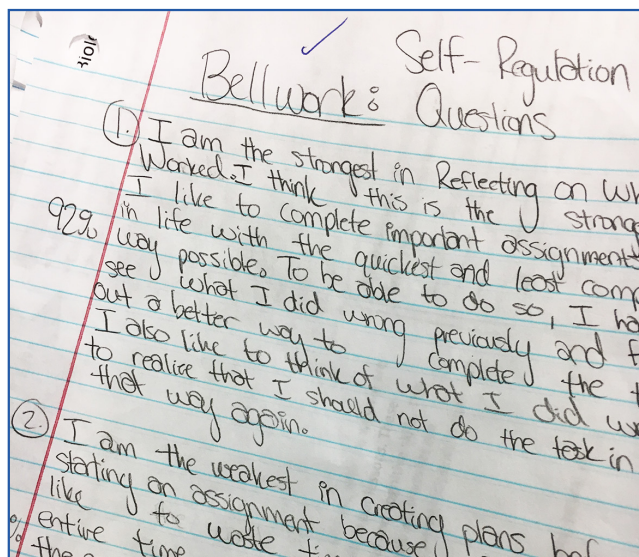
self-regulation, goal setting, and empathy skills, respectively. Each core team member modeled and practiced embedding instruction of their target competency in their settings in coordination with their departmental colleagues.

More specifically, the general education representative provided excellent examples of her instruction to biology colleagues and had many teacher-to-teacher conversations regarding the impact of self-regulation on in-school success. At first, departmental colleagues questioned embedding self-regulation within the science curriculum, but after coaching from their peer,

"A large population of general education students developed self-regulation. This project changed the culture of our science department."

— Dysart High School Team Member

their buy-in increased and they began teaching self-regulation simultaneously with the established biology learning standards. The following images are examples of the Dysart High School science department's work.



AZ CCCTT also provides Year 3 sustainability support for schools after two years of face-to-face project training. Year 3 includes Basic Sustainability Support in the form of regularly emailed *College and Career Competency Framework* newsletters to past participants as they continue school-wide college and career competency development. Refer to Appendix A for an example of a *College and Career Competency Framework* newsletter. Year 3 also includes Intensive Sustainability Support for two teams. AZ CCCTT selects the two Intensive Sustainability Support teams based on application materials, a history of high-quality action planning throughout the program, and the current level of competency instruction implementation. The schools selected for Intensive Sustainability Support choose from a menu of coaching and support options to create a customized plan that is tailored to their needs. Some of the available options include additional on-site visits by CCCTT staff; coaching; attendance and presentation at the Arizona Annual Transition Conference; and customized instructional materials to support school-wide development of college and career competencies.

For the 2015-2017 cohort's upcoming Year 3 in 2017-18, Nogales USD and Flowing Wells USD will receive Intensive Sustainability support; the other 2015-17 cohort teams will receive Basic Sustainability Support. The 2014-2016 cohort teams selected to receive Year 3 Intensive Sustainability Support for the 2016-17 school year were Lake Havasu High School and Florence High School.

Florence High School worked on the interpersonal competency of assertiveness school-wide during Years 2 and 3. Their CCCTT core team provided assertiveness lesson plans for all teachers to use during specified periods over time. Florence High created a campaign to discuss assertive, passive, and aggressive behaviors, complete with weekly video bulletins. An example of one of their videos is available at: <https://www.youtube.com/watch?v=SXXFeNLanJk>. The video bulletins are current, relatable, and performed by students at different high schools within the district, adding to the authenticity of the message. The Assertiveness Campaign proved to be very effective across Tier 1 (school-wide).

Students were actively engaged in talking about whether they were assertive, passive, or aggressive in classes and as part of the overall school culture. Assertiveness visuals were also displayed throughout the school. Upon completion of the Assertiveness Campaign, students had an opportunity to complete an assessment on “The Importance of Assertiveness.” The results of the survey indicated that approximately 75% of the students understood the assertiveness content and answered appropriately. After focusing their attention on intentionally developing assertiveness, Florence HS administration and their CCCTT core team asked for on-site self-regulation training during Year 3 so that their entire staff could begin teaching self-regulation and reinforcing the essential components in all classrooms. During the on-site training, the Florence High School principal commented that developing college and career competencies such as assertiveness and self-regulation is good for all students, and cannot be done with just a one-time lesson. Importantly, Florence High School has applied to be a Year 1 team again in the 2017-2019 cohort along with 2 Florence Unified School District middle schools; their district’s intent is to create an instructional and cultural emphasis on developing intra- and interpersonal competencies for all students.

WHAT COMPETENCIES ARE EDUCATORS INCORPORATING INTO THEIR CURRICULA BECAUSE OF ARIZONA’S COLLEGE AND CAREER COMPETENCY TEAM TRAINING?

In the first year of the project, AZ CCCTT core team participants embedded instruction on the following competencies in their classrooms/contexts: self-regulation, goal setting, self-efficacy, assertiveness, conflict management, and self-awareness. In the second year of the project, core teams worked with others at their school to identify one or two focus competencies for the expanded team to teach. Core team members provided coaching to their expanded team members on the agreed upon competencies. More specifically, core team members worked with expanded team members to ensure that they adhered to the following:

College and Career Competency Instructional Criteria

1. Provide instruction to facilitate students' understanding of the competency and components.
2. Guide students to determine how the competency applies to them personally (e.g., in school, relationships, career, college).
3. Facilitate students’ reflection on their strengths and challenges related to the competency components.
4. Have students practice the competency, including each component, over time.
5. Provide feedback to students throughout their practice of the competency components.
6. Facilitate students’ reflection on their development of competency components.

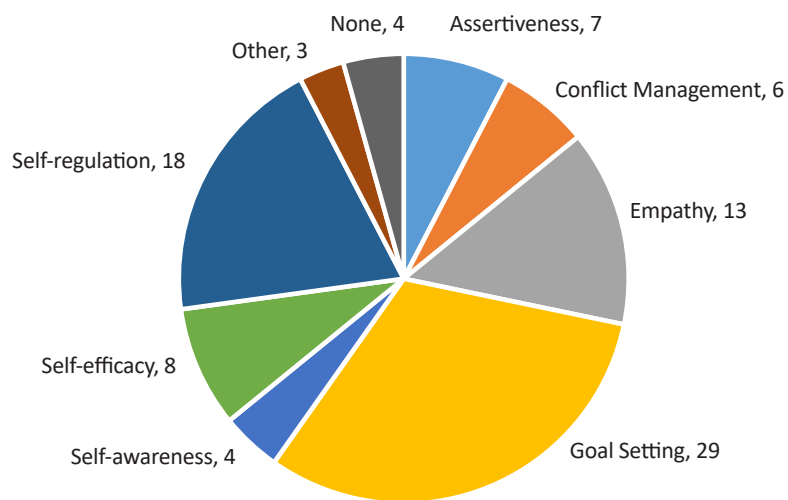
PROJECT OUTCOMES

WHAT IMPROVEMENTS HAVE SCHOOLS SEEN FROM PARTICIPATING IN ARIZONA'S CCCTT?

Arizona CCCTT participating schools noted a number of positive outcomes as a result of teaching college and career competencies. The outcomes included students' *and* teachers' increased awareness and understanding of the competencies and their significance, students' increased application of and proficiency in the competencies, and improvements in a variety of academic, behavioral, and social indicators (discussed in more detail below).

At the end of Year 2, core and expanded CCCTT team members were asked to complete a survey regarding their competency instruction throughout the year. This survey collected information about which competencies educational professionals were teaching their students, in which specific classes/contexts they were teaching the competencies, how many students their efforts reached, and what specific outcomes they noticed as a result of the competency instruction. A total of 43 participants completed the survey; 81% of respondents were core team members, with the remaining 19% of responses from expanded team members. Since 56% of the respondents selected multiple competencies that they implemented, the data provided below is based on the total instances of competency implementation (n=85) instead of number of respondents (n=43).

Arizona CCCTT 2016-2017
Number of Educators Teaching the Competencies



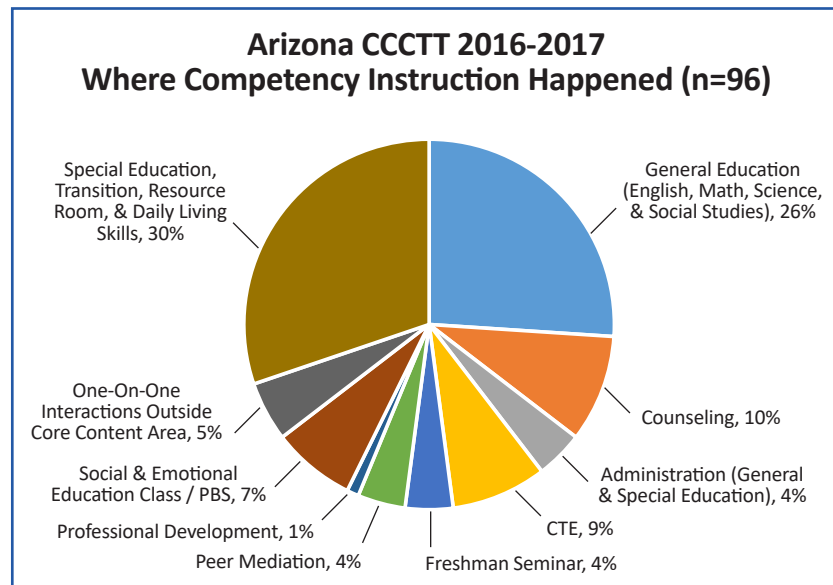
The graph to the left shows the number of educational professionals teaching each of the competencies. In addition to the 85 instances of instruction on the seven foundational competencies (assertiveness, conflict management, empathy, goal setting, self-awareness, self-efficacy, and self-regulation), there were three selections of "Other" for competencies taught, and four selections of "None." The competencies mentioned under "Other" are organization, self-care, and time management. The categories of "Other" and "None" are included in this graph (n=92) to provide an accurate representation of responses, but are

not included in any subsequent graphs or discussions in this report. The "Other" category is excluded from subsequent data because those competencies were not the primary focus of the AZ CCCTT project; "None" is excluded because it is not applicable to the following discussions regarding specific details or outcomes of competency instruction.

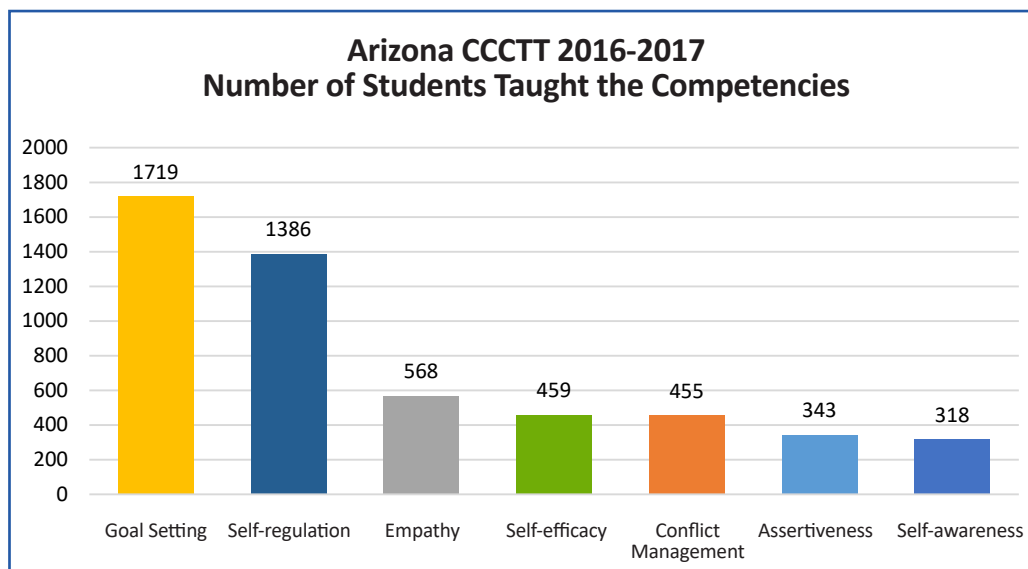
A primary focus of AZ CCCTT is the importance of providing students with both initial instruction on the competencies (definitions, explanation of the essential components, background information and discussion, etc.) and opportunities for guided practice with feedback. Including both of these aspects of instruction increases students' chances for successfully developing the competencies and the ability to use them in multiple contexts. According to the survey responses, of the 85 instances of instruction on the foundational competencies, 73% included both initial instruction and guided practice with feedback as part of their instruction. Additionally, 19% of the implementations included at least one of these

aspects (12% included initial instruction but not guided practice and 7% included guided practice but not initial instruction). Only 8% of respondents said that they included neither initial instruction nor guided practice. Based on their responses to open-ended questions about the competency instruction, these participants provided some aspects of initial instruction (defining the competency or featuring the poster in their classroom) but not enough to feel that they fully did this work (e.g., not focusing on all essential components). Additionally, although some of them provided limited opportunities for students to practice, they were not able to do so consistently.

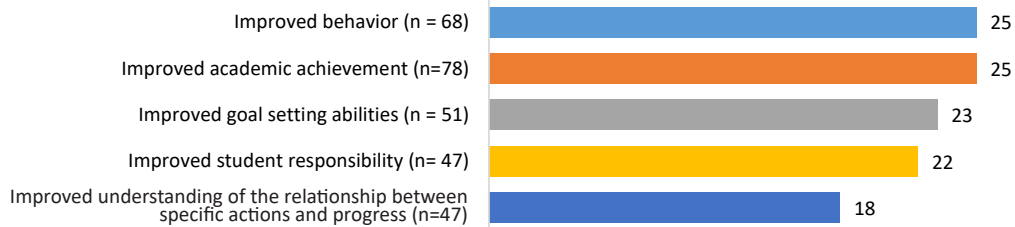
The graph below shows the specific classes/contexts in which CCCTT core and expanded team members embedded competency instruction.



The graph below shows the number of students (n=5248) being taught each of the foundational competencies during the 2016-17 school year. In addition to the individual survey responses, this also includes data from teams' *College and Career Competency Implementation Roadmap* (discussed in more detail in the next section) where applicable.

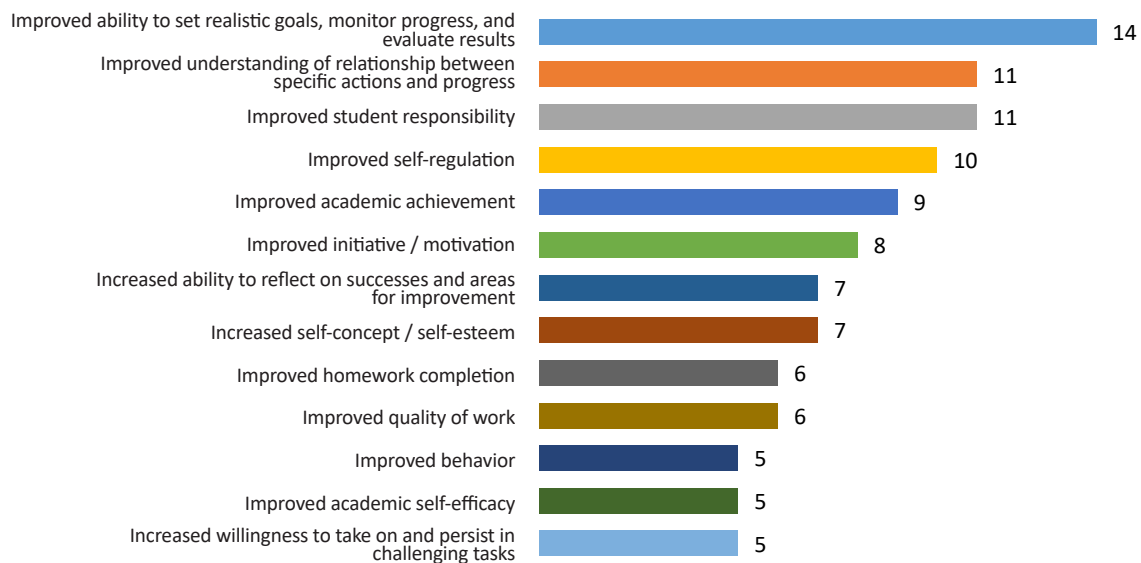


Overall Teacher-Reported Outcomes of Teaching Competencies



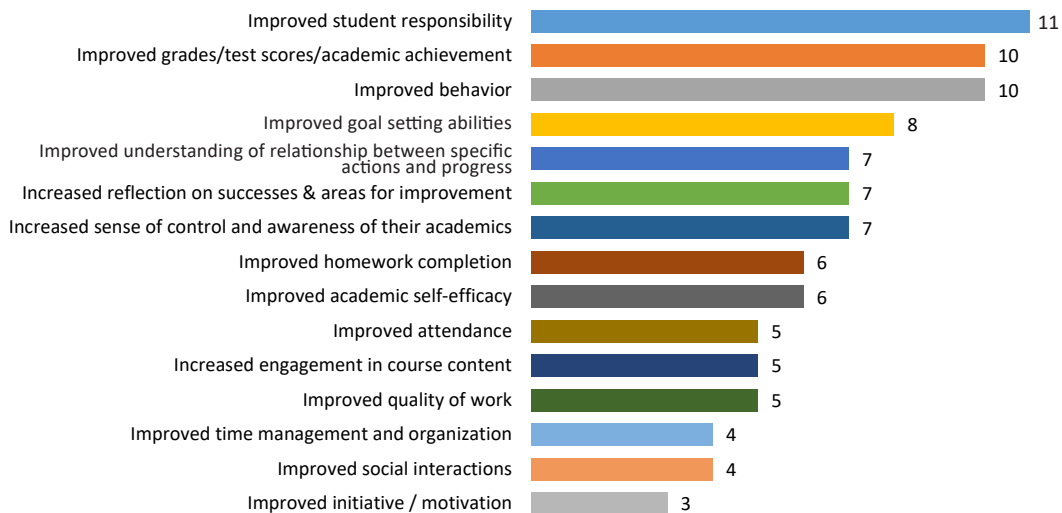
The graph above shows the top outcomes that AZ CCCTT participants identified as a result of their competency instruction.

Teacher-Reported Outcomes of Goal Setting Instruction (n=29)



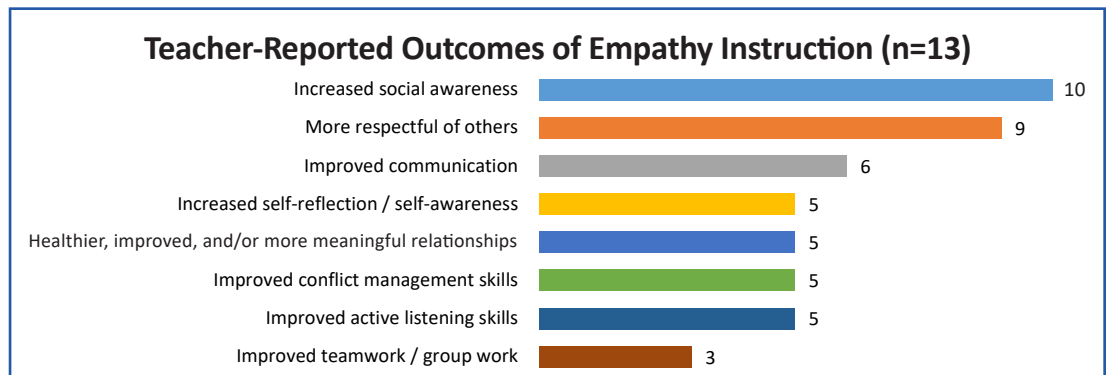
The graph above shows the outcomes AZ CCCTT participants identified as a result of their goal setting instruction.

Teacher-Reported Outcomes of Self-Regulation Instruction (n=18)

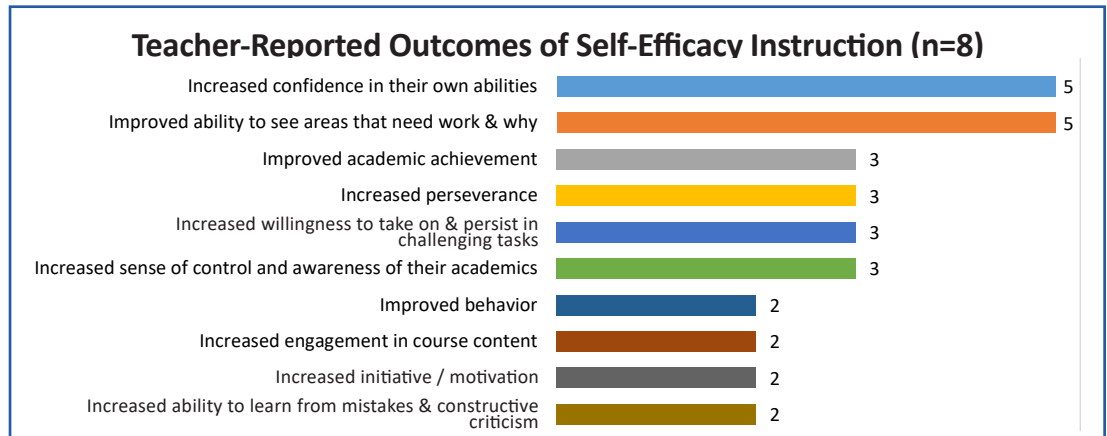


The graph above shows the top outcomes AZ CCCTT participants identified as a result of their self-regulation instruction.

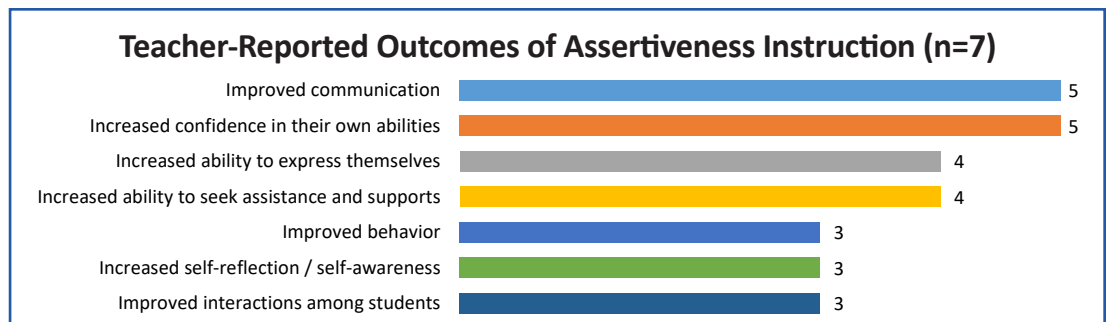
The graph to the right shows the top outcomes AZ CCCTT participants identified as a result of their empathy instruction.



The graph to the right shows the top outcomes AZ CCCTT participants identified as a result of their self-efficacy instruction.



The graph to the right shows the top outcomes AZ CCCTT participants identified as a result of their assertiveness instruction.



The graph to the right shows the top outcomes AZ CCCTT participants identified as a result of their conflict management instruction.



WHAT IS THE IMPLEMENTATION TRAJECTORY?

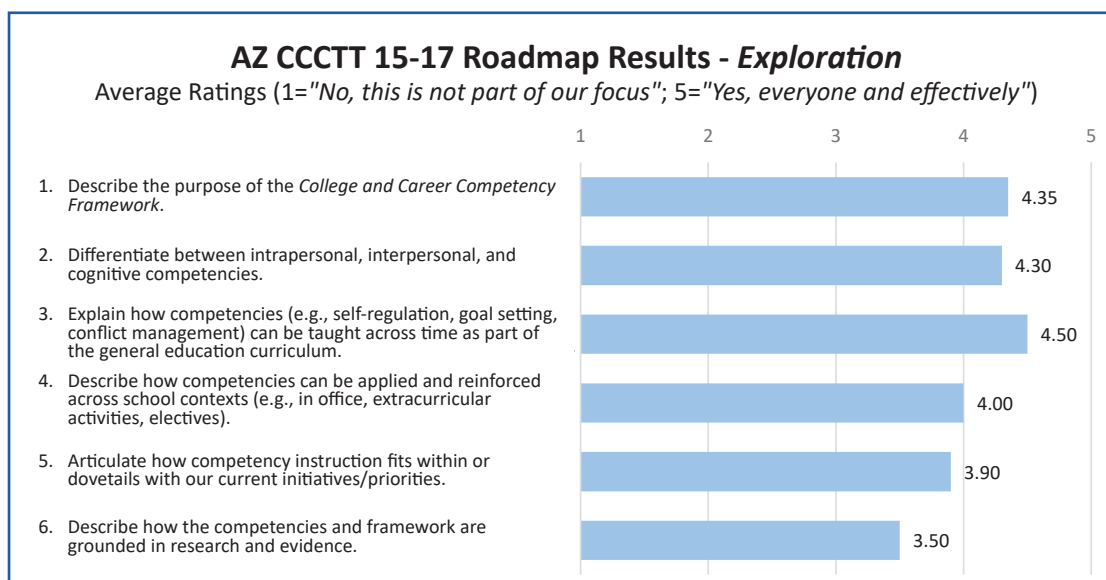
The *College and Career Competency Implementation Roadmap* (available in Appendix B) identifies the intended outcomes for each stage of implementation in Arizona's CCCTT project. Although the *Implementation Roadmap* guides the focus of the AZ CCCTT project through Years 1 and 2, it is important to note that all participating schools have different circumstances and will progress through the *Roadmap* at different rates. Therefore, while AZ CCCTT Year 1 focuses primarily on the *Installation Stage* (*Exploration* largely takes place prior to joining the project), and Year 2 focuses on transitioning from *Installation* into and through *Initial Implementation*, in reality, it is expected that schools will be in varying stages of the *Roadmap* throughout the project. Schools are not expected to reach the *Full Implementation Stage* during the course of the two-year project; this work was addressed in teams' Session 6 action plans, and will take place over the next several years as teams continue working to expand their efforts.

At their final training session, the 15-17 cohort had the opportunity to review the answers they provided to the *Implementation Roadmap* at other times throughout the project (at the end of Year 1 and at the site visit in January 2017). Then, as a team, they considered and discussed the work they had done since completing the earlier *Roadmaps* and their current status/progress. With all of this in mind, they then made any last updates/revisions to the entire *College and Career Competency Implementation Roadmap*; therefore, teams' answers reflect their perceptions of their progress in all stages based on their work up to Session 6. All of the graphs provided below show an average of all teams' responses for each of the stages.

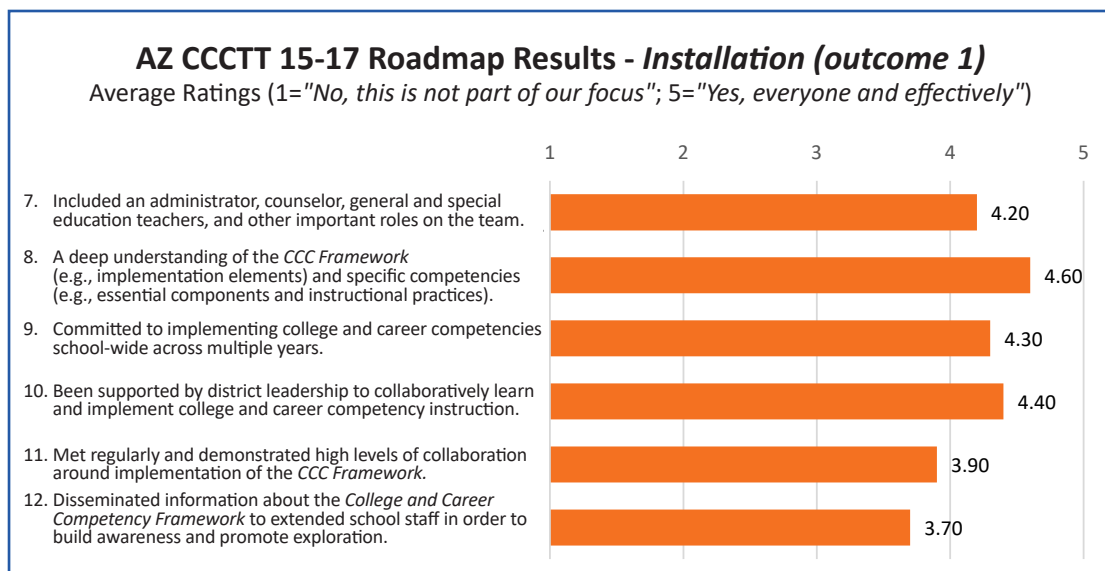
"Our team is very motivated to see traction with [these] activities and our goals. We want to see this implemented globally across our district as it fits in with the district mission and goals."

— AZ CCCTT Team Member

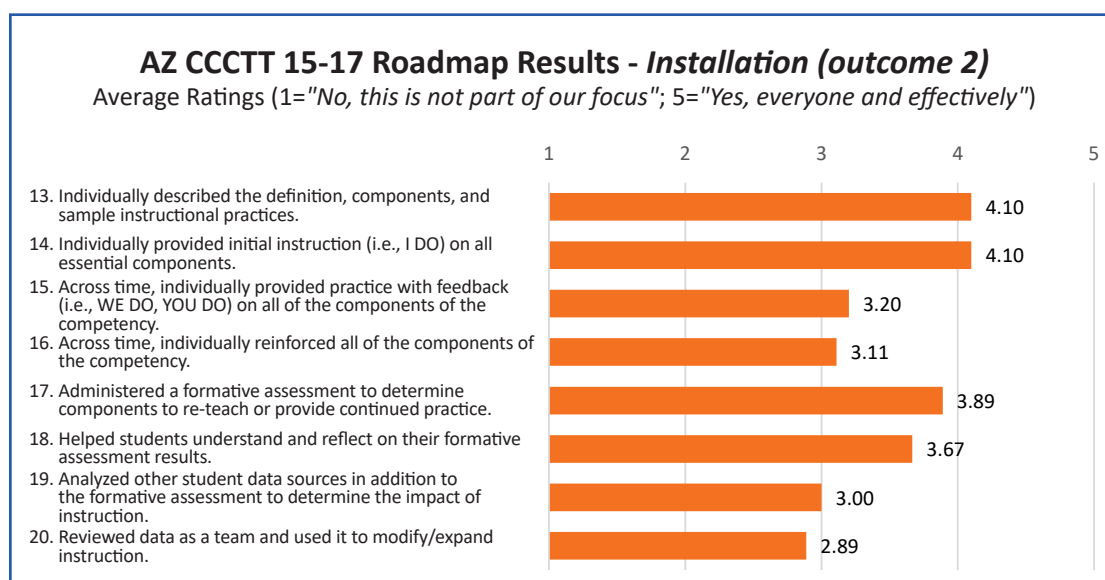
The primary outcome of the *Exploration Stage* is for members of the core teams to thoroughly understand and be able to articulate the *College and Career Competency Framework*. The graph below shows how the 2015-2017 cohort of participating schools rated themselves on these aspects of the *Exploration Stage*.



The *Installation Stage* has two primary outcomes, the first of which is that teams identify and secure the necessary resources to support educators in systematically embedding intrapersonal and interpersonal competencies into course content. The graph below demonstrates how the 2015-2017 cohort of participating schools rated themselves on these aspects of the *Installation Stage*.

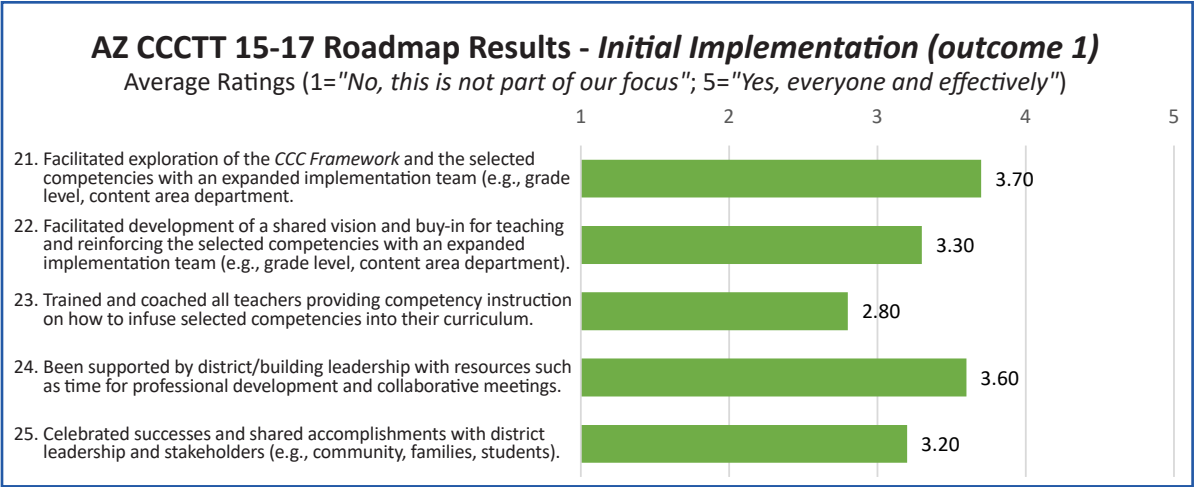


The second outcome of the *Installation Stage* is for members of the core teams to implement intra- and/or interpersonal competency instruction in their classes/contexts over time so that they can become mentors to others in the near future. The graph below shows how the 2015-2017 cohort rated themselves on these aspects of the *Installation Stage* for the competencies that they chose to implement; competencies represented include adaptability, conflict management, empathy, goal setting, integrity and ethics, networking, organization and time management, problem solving, self-awareness, self-efficacy, and self-regulation.

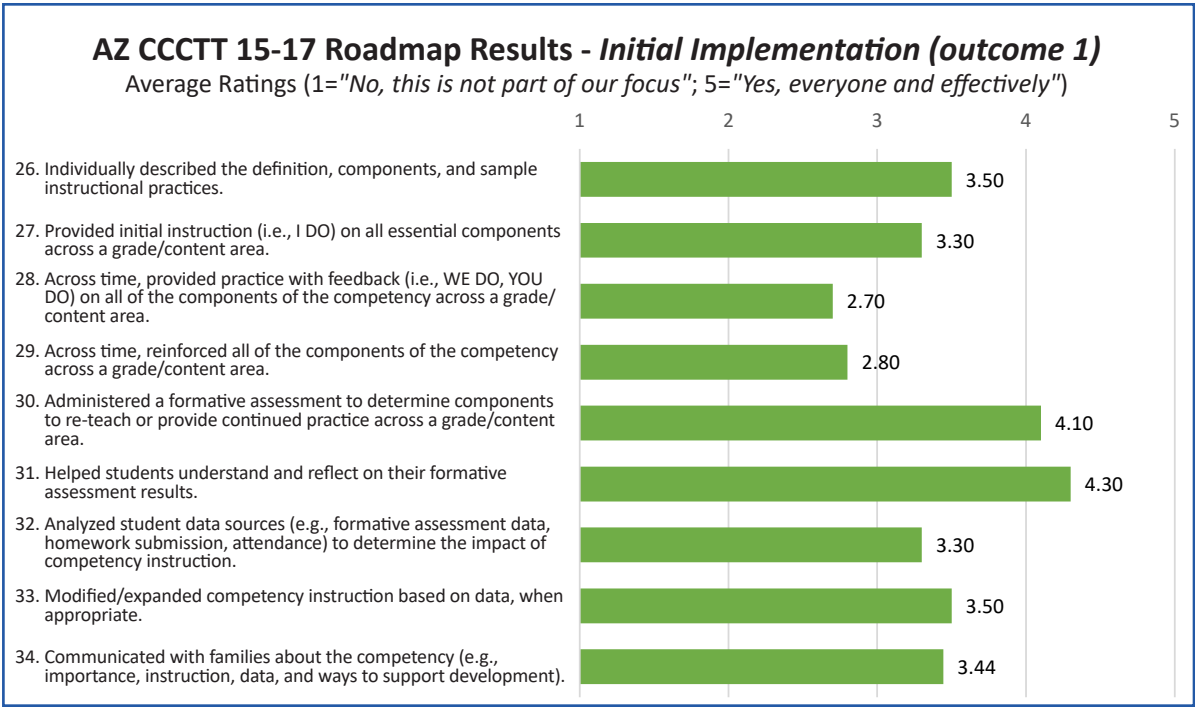


As core team participants gain expertise in the competencies and begin to obtain buy-in from others in their school, they transition from the *Installation Stage* into the *Initial Implementation Stage*. The *Initial Implementation Stage* is the primary focus of Year 2 of the project, and represents the bulk of the work that the 2015-2017 cohort undertook during the 2016-17 school year.

The *Initial Implementation Stage* also has two primary outcomes, the first of which is to lay the groundwork for an expanded team to simultaneously teach a selected competency and academic learning standards. The graph below shows how the 2015-2017 cohort rated themselves on these aspects of the *Initial Implementation Stage*.



The second outcome of the *Initial Implementation Stage* is for the expanded team to implement college and career competency instruction, with coaching and support as necessary from the core team. The graph below shows how the 2015-2017 cohort rated themselves on these aspects of the *Initial Implementation Stage* for each of the competencies that they chose to implement; competencies represented include adaptability, assertiveness, conflict management, critical thinking, empathy, goal setting, learning schema, networking, organization and time management, perseverance, self-awareness, self-efficacy, self-regulation, and teamwork.



As demonstrated by the preceding graphs, at the conclusion of Year 2 of AZ CCCTT, the 2015-2017 cohort has met the indicators of the *Exploration* and *Installation* stages, and most of those within the *Initial Implementation* stage. Going forward, school teams are prepared to continue making progress on the *College and Career Competency Framework*, using the *Implementation Roadmap* as a guide.

LEARN MORE

WHAT DOES PARTICIPATION INCLUDE?

Participation for Arizona's College and Career Competency Team Training includes face-to-face trainings, site visits, and sustainability support. During the first year of training, school teams attend the Arizona Annual Transition Conference and participate in 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, all team members create detailed plans (which will be refined and expanded upon throughout the project) for implementing competency instruction in their classes/contexts. 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.

*"When we first became involved in the CCCTT program, we initially thought it was going to support us in our implementation of transition activities for our high school students. We were thrilled to quickly discover that the CCCTT program has been a perfect fit for our school's vision and mission and **is far more important in the development of the truly necessary skills a person needs to be successful.**"*

— Mary Meredith High School
Team Member

In the second year of training, teams attend the Arizona Annual Transition Conference, continue face-to-face training, and receive school visits from CCCTT staff. The focus of the Year 2 trainings is to support schools to expand their implementation of competency instruction to a full content area or grade level. Teams analyze and interpret data to identify innovative instructional modifications to continually improve outcomes. The school visits focus on providing customized support and coaching to schools based on their specific progress, barriers, and context. The visits may involve on-site booster trainings on specific competencies for core and expanded team members, observation of team members' competency instruction in action with coaching and feedback based

on the observation, or a variety of other team-selected activities. 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. After completing AZ CCCTT, all teams retain access to the project website and the free resources from <http://CCCFramework.org>.

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). A small number of teams are also selected to receive intensive sustainability support, which includes additional on-site visits, coaching calls, and other supports from CCCTT project staff. These teams work with project staff to more deeply develop 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.

HOW TO APPLY FOR ARIZONA'S COLLEGE AND CAREER COMPETENCY TEAM TRAINING

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

WHAT RESOURCES ARE AVAILABLE?

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



College and Career Competency Resources

- **Introductory videos** that highlight the essential components of the competency.
- **Teacher Guides** that synthesize the current research in easy-to-read bullet format and provide examples of instructional practices.
- **Padlets** that feature a wide array of resources, instructional practices, and teaching tools that are identified through research or by teacher recommendation.
- **Questionnaires** that teachers can administer to students as formative assessments of their current baseline within the competencies.
- **Posters** that highlight the most important aspects of the competency in student-friendly language.
- **Resources for parents** that provide suggestions on how to help their students develop college and career competencies.



PROJECT SUMMARY

Arizona's College and Career Competency Team Training provides training to support 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 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.





Newsletter: May 2017

Thank you for your interest in the *College and Career Competency Framework* from Research Collaboration at the University of Kansas. The purpose of this communication is to inform school teams who have participated in *College and Career Competency (CCC) Framework* training (and others who are interested) about current resources and best practices.

The *CCC Framework* focuses on developing intrapersonal and interpersonal college and career competencies (CCCs) for all students through:

- Collaboration among all stakeholders (e.g., administrators, general and special educators, counselors, service providers, families, etc.),
- Multi-tiered instruction and intervention, with an emphasis at the Tier 1, school-wide level, and
- Effective use of data to inform instruction.

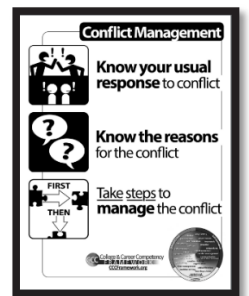
Instructional Ideas for Intra- and Interpersonal Competencies

Conflict management is an interpersonal competency because conflict usually occurs between one or more individuals. Conflict management can be defined as the ability to effectively alleviate tensions or defuse disagreements that arise among or between individuals. Teens can improve their conflict management skills; conflict management can be taught in schools. A number of programs and interventions have been used successfully to teach students how to effectively resolve interpersonal differences. These include training that is integrated with class content (e.g., having students analyze how characters in a novel handle conflict, or studying examples of conflict management in science). Research shows that this integrated training has many benefits, including increased academic achievement and improved retention of subject matter (Johnson & Johnson, 2004, 2008; Stevahn, Johnson, Johnson, Green, & Laginski, 1997).

When augmenting your curriculum or embedding conflict management instruction into your content area lessons, provide opportunities for students to learn and practice the following three essential components of conflict management:

- Understand your natural response to conflict.
- Understand the context of the conflict, including the perspectives of all involved.
- Apply a conflict management approach that is appropriate to the situation.

These three essential components are also stated on the student-friendly conflict management poster.



College and Career Competencies “In the News”

Conflict is a part of life – conflict happens in school, at work, during recreation, and in living situations. Manual High School in Indianapolis uses an approach called “Restorative Justice” (Christensen, 2008) to teach students how to better manage conflict. No matter what instructional method is used, the emphasis on a school-wide approach that involves students learning and practicing conflict management is critical. To learn more about Manual High School’s commitment to teaching conflict management school-wide, go to this link:

http://indianapolisrecorder.com/news/local/article_94bd2d6a-8689-11e6-9beb-0b83ad382ea1.html.

School Spotlight

This example of a school-wide approach to teaching conflict management over time is drawn from a school participating in Arizona's *College and Career Competency Team Training*. The principal and a core group of educators set aside time at several staff meetings and implemented specific professional developmental activities to improve conflict management instruction. First, all staff discussed intentional conflict management development as a contributing factor of in-school and post-school success. The staff completed the "[CCC Reflection Questions for Educators](#)" to improve their personal understanding of conflict management. This allowed time for staff's personal reflection about the "*naturalness / normality*" of conflict and the need to think about what goes into managing conflicts. Staff then learned the [three essential components of conflict management](#). Staff agreed that conflict is part of life and that by intentionally providing instruction on the three essential components of conflict management, the school would have a common language to use with all students (K-12), across curricula and contexts. Staff commented that instruction and practice on the essential components could be addressed by conversations in class or through written work. The staff noted that learning how to manage conflict was equally as important to college and careers as learning other traditional subject matter. All staff also read and discussed the "[Six Ways to Develop Conflict Management](#)" document, conversing about each idea listed and what it might look like in their classrooms/contexts. Staff then reviewed additional conflict management resources found at: <http://Resources.CCCFramework.org>. Lastly, staff were asked to think of and write down unique, personalized ways that they could address the following:

- How can I provide initial instruction on conflict management so my students have the opportunity to learn the essential components and think about why conflict management is important to this class or their future careers or personal goals?
- What are 2 or 3 additional activities that I can have my students engage in so that they have opportunities to practice the three essential components of conflict management in my class as part of learning the content I teach?
- When will I provide feedback to my students on their application of the essential components of conflict management?
- When will I take the time to think about if my students are getting better at the three essential components of conflict management? When will I think about what additional conflict management instruction needs to occur (e.g., more initial instruction on each [essential component](#), more [opportunities to practice](#) the competency with feedback)?

Over time, all staff members shared their unique responses to these questions and had opportunities to revise their conflict management instructional activities. This school is providing time for staff to commit to and plan how they will individually develop conflict management, putting into action their belief that intrapersonal and interpersonal competencies (in addition to content-area standards) contribute to in-school and post-school success.

If you are interested in receiving the *College and Career Competency Framework* newsletter on a regular basis, please [click here to subscribe](#).

Contact us at researchcollabpd@ku.edu.

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College and Career Competency Implementation Roadmap

School/District: _____

Date: _____

Instructions: Working as a school leadership team, rate each feature according to its level of implementation & effectiveness. You will use the results to focus your team's discussion and action planning. For each row, come to agreement and place a checkmark in the box that best describes your status.

Exploration Stage: The <i>Exploration Stage</i> is a critical starting place for adoption of any initiative. Taking the time for exploration saves time and money (Romney, Israel, & Zlatevski, 2015) and improves the chances for success (Saldana, Chamberlain, Wang, & Brown, 2012; Slavin et al., 2010). For the implementation of college and career competencies, the <i>Exploration Stage</i> ensures that the team understands the core features of the <i>College and Career Competency Framework</i> .						
Feature	Yes, everyone and effectively	Yes, most people and/or somewhat effectively	Yes, but in limited capacity	Not yet, but we are working towards this	No, this is not part of our focus	
Core team members and other key staff (e.g., administrators) involved in school-wide planning can each do the following:						
1. Describe the purpose of the <i>College and Career Competency Framework</i> .						
2. Differentiate between intrapersonal, interpersonal, and cognitive domains.						
3. Explain how competencies (e.g., self-regulation, goal setting, conflict management) can be taught across time as part of the general education curriculum.						
4. Describe how competencies can be applied and reinforced across school contexts (e.g., in office, extracurricular activities, electives).						
5. Articulate how competency instruction fits within or dovetails with our current initiatives and/or priorities.						
6. Describe how the competencies and framework are grounded in research and evidence.						

Installation Stage: The function of the <i>Installation Stage</i> is to understand the important concepts, content, and scope of the work and prepare for it being implemented more widely. Selecting staff, identifying sources for training and coaching, providing initial training for staff, establishing performance assessment (fidelity) tools, and assuring access to materials and equipment are among the aspects that need to be in place before the work can be done effectively (Fixsen, Naoom, Blase, & Friedman, 2005; Saldana et al., 2012). For the implementation of the <i>College and Career Competency (CCC) Framework</i> , the <i>Installation Stage</i> includes the training of core team members to implement CCC instructional practices and use data to refine CCC instruction.					
Feature	Yes, everyone and effectively	Yes, most people and/or somewhat effectively	Yes, but in limited capacity	Not yet, but we are working towards this	No, this is not part of our focus
As a <u>core team</u> , we have:					
7. Included an administrator, counselor, general and special education teachers, and other important roles on the team.					
8. A deep understanding of the <i>CCC Framework</i> (e.g., implementation elements) and specific competencies (e.g., essential components and instructional practices).					
9. Committed to implementing college and career competencies school-wide across multiple years.					
10. Been supported by district leadership to collaboratively learn and implement college and career competency instruction.					
11. Met regularly and demonstrated high levels of collaboration around implementation of the <i>CCC Framework</i> .					
12. Disseminated information about the <i>College and Career Competency Framework</i> to extended school staff in order to build awareness and promote exploration.					

List the competencies taught to date by the core team:		Estimated Number of Students		Grade(s)	
Competency	Course(s)				
Items 13-20 <u>should</u> be considered separately for each competency that has been taught. Instead of using checkmarks, <u>write the abbreviated competency or competencies</u> (e.g., self-regulation can be abbreviated as SR) in the appropriate box.					
For each competency taught, our core team has:					
Feature	Yes, everyone and effectively	Yes, most people and/or somewhat effectively	Yes, but in limited capacity	Not yet, but we are working towards this	No, this is not part of our focus
13. Individually described the definition, components, and sample instructional practices.					
14. Individually provided initial instruction (i.e., I DO) on all essential components.					
15. Across time, individually provided practice with feedback (i.e., WE DO, YOU DO) on all of the components of the competency.					
16. Across time, individually reinforced all of the components of the competency.					
17. Administered a formative assessment to determine components to re-teach or provide continued practice.					
18. Helped students understand and reflect on their formative assessment results.					
19. Analyzed other student data sources in addition to the formative assessment to determine the impact of instruction.					
20. Reviewed data as a team and used it to modify/expand instruction.					

Initial Implementation Stage: <i>Initial Implementation</i> is when the innovation is first being used as intended. During this stage, educators are attempting to use newly learned skills in the context of a school that is just learning how to change to accommodate and support the new ways of work. For the implementation of the <i>College and Career Competency (CCC) Framework</i> , the <i>Initial Implementation Stage</i> includes teaching/reinforcing <u>one or more competencies across a grade or content area</u> , which includes training staff, implementing instructional practices, and making data-based decisions.					
Feature	Yes, everyone and effectively	Yes, most people and/or somewhat effectively	Yes, but in limited capacity	Not yet, but we are working towards this	No, this is not part of our focus
As a <u>core team</u> , we have:					
21. Facilitated exploration of the <i>CCC Framework</i> and the selected competencies with an expanded implementation team (e.g., grade level, content area department).					
22. Facilitated development of a shared vision and buy-in for teaching and reinforcing the selected competency/competencies with an expanded implementation team (e.g., grade level, content area department).					
23. Trained and coached all teachers providing competency instruction on how to infuse selected competencies into their curriculum.					
24. Been supported by district/building leadership with resources such as time for professional development and collaborative meetings.					
25. Celebrated successes and shared accomplishments with district leadership and stakeholders (e.g., community, families, students).					

List the competencies that have been taught to date across content or grade levels and the primary courses in which they have been taught:						
Competency	Course(s)	Estimated Number of Students	Grade(s)			
Items 26-34 should be considered separately for each competency that has been taught. Instead of using checkmarks, write the <u>abbreviated competency or competencies</u> (e.g., self-regulation can be abbreviated as SR) in the appropriate box.						
For each competency identified for focus, the <u>expanded implementation team</u> (e.g., grade level, content area department) has:						
Feature	Yes, everyone and effectively	Yes, most people and/or somewhat effectively	Yes, but in limited capacity	Not yet, but we are working towards this	No, this is not part of our focus	
26. Individually described the definition, components, and sample instructional practices.						
27. Provided initial instruction (i.e., I DO) on all essential components across a grade/content area.						
28. Across time, provided practice with feedback (i.e., WE DO, YOU DO) on all of the components of the competency across a grade/content area.						
29. Across time, reinforced all of the components of the competency across a grade/content area.						
30. Administered a formative assessment to determine components to re-teach or provide continued practice across a grade/content area.						
31. Helped students understand and reflect on their formative assessment results.						
32. Analyzed student data sources (e.g., formative assessment data, homework submission, attendance) to determine the impact of competency instruction.						
33. Modified/expanded competency instruction based on data, when appropriate.						
34. Communicated with families about the competency (e.g., importance, instruction, data, and ways to support development).						

Full Implementation Stage: Full Implementation is reached when educators are using an effective innovation with fidelity. In the Full Implementation Stage, the innovation becomes the standard way of work, embedded into the culture of the school. Teachers and administrators come and go and each new person develops the skills to effectively carry out the innovation and its implementation supports.					
Feature	Yes, everyone and effectively	Yes, most people and/or somewhat effectively	Yes, but in limited capacity	Not yet, but we are working towards this	No, this is not part of our focus
School-wide, all instructional staff and other key staff have:					
35. Completed Exploration Stage of College and Career Competency Framework.					
36. Individually described the definition, components, and sample instructional practices for foundational competencies.					
37. Regularly reinforced the selected foundational competencies (including all components) as part of business as usual.					
38. An understanding of how to develop, implement, and measure competency instruction.					
39. Collected, analyzed, and widely shared data related to competencies for all students, making decisions based on the data.					
40. Engaged family members and involved community members in building college and career competencies.					
41. Engaged families in data-based discussions of their students' college and career readiness (i.e., proficiency in the competencies).					
42. Developed a system to train and coach new staff on the implementation of the CCC Framework and selected foundational competencies.					
43. Participated in ongoing professional development and coaching to maintain and enhance practices in developing competencies.					

ARIZONA'S COLLEGE AND CAREER COMPETENCY TEAM TRAINING

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