Arizona's College & Career Competency 2016-17 Brief Team Training

AZ CCCTT 2016-17

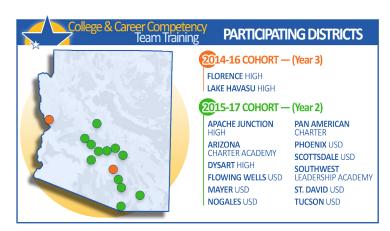
Counseling, 10%

Administration (General & Special Education), 4%

CTE. 9%

Freshman Seminar, 4%

General Education (English, Math, Science, & Social Studies), 26%



Arizona's College and Career Competency Team Training (AZ CCCTT) is a multi-year project that provides face-to-face professional development and online support to interdisciplinary high school teams focused on developing students' intrapersonal and interpersonal competencies. During the 2016-17 school year, approximately 75 Arizona educators including principals, vice principals, special education directors, general and special education teachers, CTE professionals, and school counselors from 14 high schools intentionally taught and provided opportunities for students to practice a specific intrapersonal or interpersonal competency in their classes or common areas of their school (e.g., cafeteria, office, or gymnasium).

WHERE COMPETENCY INSTRUCTION HAPPENED (n=96)

Special Education, Transition, Resource Room, & Daily Living Skills, 30%

One-On-One Interactions Outside

Core Content Area, 5%

Social & Emotional Education Class / PBS, 7%

Professional Development, 1%

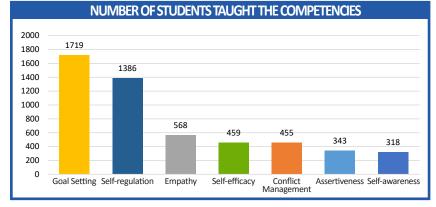
Peer Mediation, 4%

"Our participation [in AZ CCCTT] has improved the professional capacity of our educators because they are seeing how meaningful the interpersonal and intrapersonal skills can be for all students. Our leadership team is on board and very impressed with the program." _ Nogales HS Team Member

To ensure that their competency instruction accurately represented what teens need to be able to demonstrate regarding a specific competency and to ensure that competency instruction was consistent among educators in their school, AZ CCCTT participants adhered to the essential components of their target competency, as stated in that particular competency's Teacher Guide and Student Poster found at http://cccframework.org. The 14 AZ

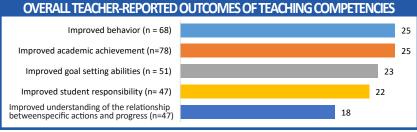
department) at their respective schools to create a shared understanding of why intrapersonal and interpersonal competency instruction is important, and how the identified school site teachers could simultaneously teach their curricula and provide students practice with feedback on a specific competency.

CCCTT teams also worked with an identified group of teachers (e.g., biology AZ CCCTT 2016-17



Overall, AZ CCCTT 2016-17 project participants expanded the development of college and career competencies by personally incorporating intrapersonal or interpersonal competency instruction into their lessons and by coaching others to provide instruction on the essential components of an intrapersonal or interpersonal competency during their classes. AZ CCCTT teams systematically and deliberately planned to enhance intrapersonal and interpersonal competencies identified as integral to in-school and post-secondary success, as determined by current and emerging research; as a result of their efforts, they reported positive student outcomes school-wide.





"This is not a separate activity or lesson [staff] need to 'make time' for - ... all of these competencies really can be embedded into whatever content area they are teaching."

- St. David HS Team Member

about the College and Career Competency Framework at http://CCCFramework.org.

in Arizona's College and Career Competency Team Training, contact jsoukup@ku.edu or Ana.Nunez@azed.gov.