

Invitation to Apply

There are **10 openings** for Arizona middle and high schools to participate in the **Arizona College and Career Competency (AZ CCC)** project. Participating schools will receive **free, on-site training and coaching for staff** throughout the 20-21 school year, focused on embedding **instruction and practice of self-efficacy** (an individual's perception about his or her capabilities to perform at an expected level, achieve goals, and complete moderately challenging tasks) in their classrooms/contexts.*

AZ CCC helps build your school's capacity to support social-emotional learning at a Tier 1 level (reaching all students); project staff will work with each participating school's administration to create a customized plan for the year, which will include several on-site training and coaching visits to support school staff in learning and implementing strategies for self-efficacy instruction, as well as reflecting on and refining those efforts over time. AZ CCC offers a way to **use the academic content you're already teaching (or the interactions you're already having with students as a counselor, administrator, etc.) to simultaneously support students' development of self-efficacy**, which bolsters engagement and persistence in academics.

This training and coaching structure supports educators to learn, practice, and receive feedback on instruction of research-based competencies integral to in-school and post-school success. Intentionally and systematically supporting students' development of self-efficacy in a variety of areas will help them **be more open to learning challenging content, persist longer in the face of difficulties, and have greater self-awareness of their effort, learning, and progress.**

The project is offered by the Arizona Department of Education/Exceptional Student Services in collaboration with the University of Kansas Research Collaboration.

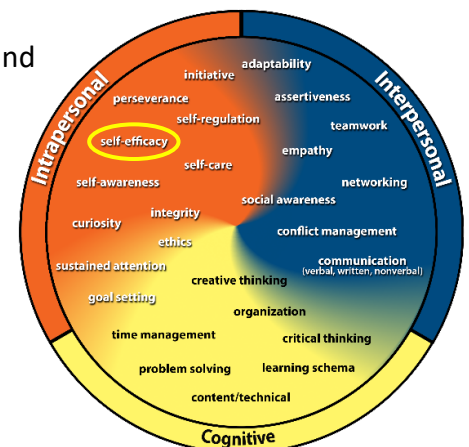
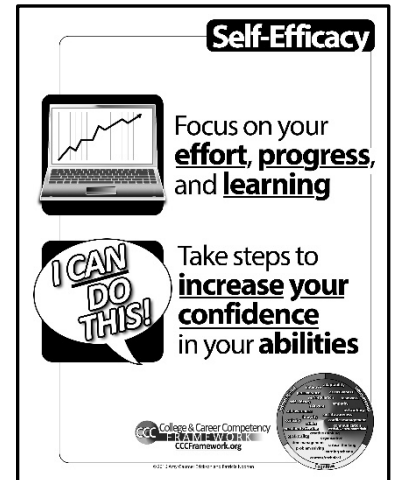
- For more information, watch our 3-minute AZ CCC 20-21 Project Summary video: https://youtu.be/Z_5pe1x6N18.
- Listen to participating educators share their experiences in our educator impact and administrator school implementation videos: <http://cccfamework.org/videos.html>.

Applying is Easy!

We are excited to partner with ten Arizona middle or high schools; complete the application by providing the requested information for your school. Completed applications should be submitted **by April 30** via email to **Jane Soukup** (jsoukup@ku.edu). Applicants will be notified regarding their application status by May 15.

If you have questions or just want to learn more about the project details, email Jane Soukup at jsoukup@ku.edu to arrange a conference call.

* Pending funding



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AZ CCC School 2020-21 Application Form

School Information

Please type or print your school's information below.

School Name

District Name

Street Address

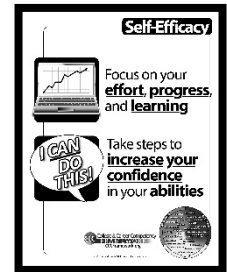
City

ZIP

School Phone Number

In 2020-21, participating schools **will embed self-efficacy instruction and practice** in numerous classrooms. If your students lack confidence in their abilities; think that they will always do as well or as poorly as they have done in the past; give up easily when they encounter obstacles; or simply feel that they cannot learn the course content or succeed in school, sports, or arts, then **self-efficacy instruction can help!**

An AZ CCC trainer will travel to your school to work with your staff 4 times per year at times that fit your PD schedule (see table below and on following pages).



Professional Development 2020-21 Sequence		
Activity	Timeline	Objectives
1-hour virtual call with leadership/SEL team prior to Session 1	Summer 2020; Virtual Meeting Total time: 1 hour	Discussion Topics: <ul style="list-style-type: none">Professional Development and Coaching across yearData collection points (e.g., pre-/post-test for knowledge, selected sequence indicators, Teacher Reflection Survey)Critical pieces of on-site visits (i.e., instructional plans and coaching)Elements of leadership support
Session 1: Teaching and applying self-efficacy <ul style="list-style-type: none">Training for Staff: 3 hoursIndividual/Small/Whole Group Coaching: 90-minutesLeadership Meeting: 30-minutes	Summer/early fall 2020 (school determines specific date) Total time: 5 hours	Teachers will learn how to teach and provide practice so that students: <ul style="list-style-type: none">Understand what self-efficacy is and provide personal examples of its importance in their lives [Lesson 1 target].Identify their strengths and challenges related to self-efficacy [Lesson 2 target].Differentiate between fixed and growth mindset and describe how the brain changes when learning or practicing skills [Lesson 3 target].Demonstrate a growth mindset approach that enables them to use mistakes as opportunities to learn and grow [Lesson 4 target].

Between Session 1 & Session 2: Teachers implement planned instruction and practice.

Session 2: Ways Students Can Build Self-Efficacy (Part 1)

- Teacher Reflection: Individual/Small/Whole Group Coaching: 90-minutes
- Training for Staff: 3 hours
- Leadership Meeting: 30-minutes

October/late fall 2020 (school determines specific date)

Total time: 5 hours

Teachers will learn how to teach and provide practice so that students:

- Draw on past successful experiences to build self-efficacy when learning new things and focus on improving their own abilities instead of comparing themselves to others [Lesson 5 target].
- Recognize the importance of positive communication and constructive feedback in building self-efficacy [Lesson 6 target].
- Accept positive persuasion from others to support their own self-efficacy as well as use these strategies to help build up others' self-efficacy [Lesson 6 target].

Between Session 2 & Session 3: Teachers implement planned instruction and practice.

Session 3: Ways Students Can Build Self-Efficacy (Part 2)

- Teacher Reflection: Individual/Small/Whole Group Coaching: 90-minutes
- Training for Staff: 3 hours
- Leadership Meeting: 30-minutes

January/February 2021 (school determines specific date)

Total time: 5 hours

Teachers will learn how to teach and provide practice so that students:

- Have self-awareness regarding their emotions when encountering challenging situations/tasks and can use strategies such as mindfulness and positive self-talk to help build their self-efficacy in those situations [Lesson 7 target].
- Can analyze others' experiences to identify how self-efficacy contributed to their success, and then apply that analysis to similar situations in their own lives [Lesson 8 target].
- Demonstrate their understanding of self-efficacy and ability to use strategies for building it when needed [Lesson 9 target].

Between Session 3 and Session 4: Teachers implement planned instruction and practice, concluding with a student post-test and Teacher Reflection Survey prior to Session 4.

Session 4: Reflecting on self-efficacy instruction and planning next steps

- Teacher Reflection and Planning (whole group facilitated planning): 3 hours
- Leadership Meeting: 1 hour

April/late Spring (school determines specific date)

Total time: 4 hours

Teachers will:

- Reflect on student growth over time.
- Plan for sustaining opportunities for practice at least quarterly.
- Plan for instruction for new students/grades.

Project Participants

You have a choice of who to include in this year-long professional development; a minimum of ten participating staff is required. All identified participants should attend all sessions; please allow for release time and other considerations to make this possible.

Indicate your choice and provide additional details as requested:

- ☐ All staff:
 - Number of staff

- ☐ A specific grade level (e.g., all 9th grade teachers):
 - Selected grade level
 - Number of staff

- ☐ A specific department (all Advisory teachers, or all history teachers, etc.)
 - Selected department
 - Number of staff

Project Timeline and Activities

Please identify 4 dates within the suggested timeframes to have AZ CCC project staff provide on-site PD as outlined in the 2020-21 Professional Development Sequence (above table).

<i>Session 1: Summer/early fall 2020</i>	<i>Session 2: Mid-fall 2020 (e.g., Oct.)</i>	<i>Session 3: Early spring 2021 (e.g., Feb.)</i>	<i>Session 4: Mid-spring 2021 (e.g., Apr.)</i>
<i>Date:</i>	<i>Date:</i>	<i>Date:</i>	<i>Date:</i>

Primary Administrator Contact for Your School

An administrator from your school must act as your school's primary contact for the AZ CCC project. This person will serve as the project lead for your school, which includes facilitating communication between project staff and the school.

Name:

Position/Role:

Email address:

Signature: