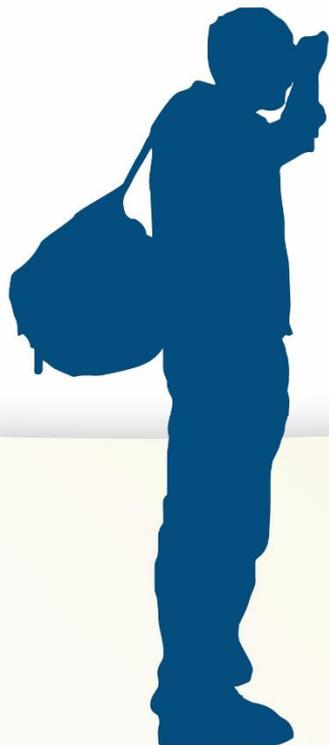


**Missouri Post-
Secondary Success
Project**

<http://www.missouripss.org>

March 2015



Who we are, our work, and our mission



Research
Collaboration

Home About Us OCR Framework K-12 Evaluation Our Projects Tools

Home

The Research Collaboration lab provides professional development and evaluation for diverse education projects. As part of the University of Kansas Center for Research on Learning, we work with state departments, schools, teachers, community service agencies, students, and families in order to improve education for all students. Our staff is equally comfortable providing training on an array of education topics or conducting utilization-focused evaluation.

We are currently working on numerous projects spanning multiple states. Our role in these projects ranges from providing systematic professional development that promotes college and career readiness to evaluating the impact of educator professional development.



www.researchcollaboration.org

Home Contact Login



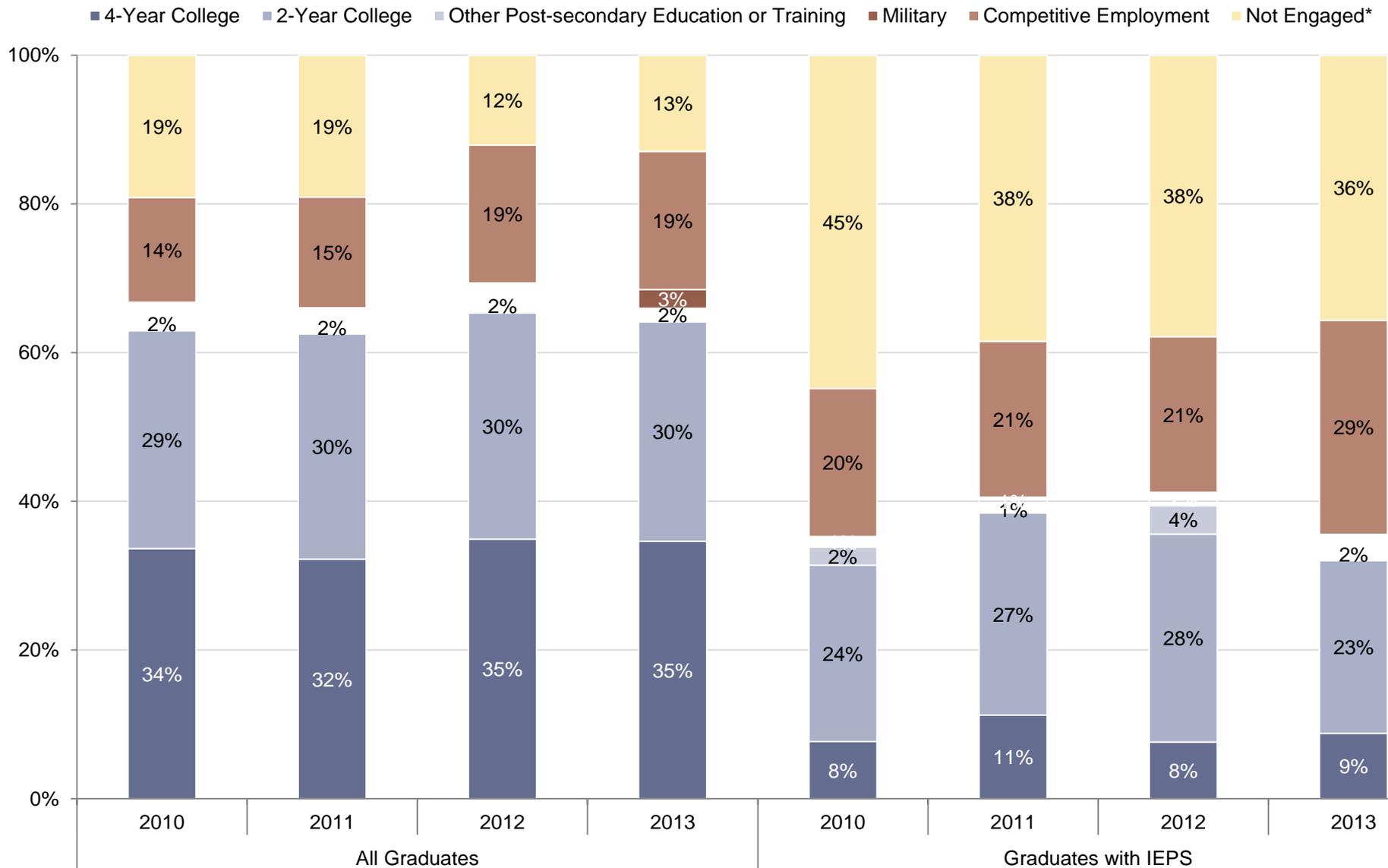
Center for Research on Learning - University of Kansas



Why focus on Postsecondary Success?

- Many students are not graduating with the skills needed to be **successful in college and careers**.
- The National Research Council (2012) identified **intrapersonal, interpersonal, and cognitive** skills as vital to success in the 21st century, but many of these critical skills are not systematically taught in high school.

Postsecondary Outcomes for All Graduates, 2010-2013



From....



Focusing on Parts for Just Some

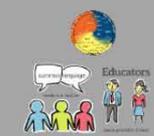
- Indicator 13
- Self-determination
- Transition Assessments
- Higher Education Prep.
- Disability Specific Resources

Focusing on Process for All

- Thoughtful teaming & collaboration
- Data-based decisions
- Student Competencies
- Multi-tiered Instruction & Interventions
- Community Resources

College and Career Readiness Framework

Preparing all students for post-school success



WHAT?
evidence-based competencies... positive PISA for all students



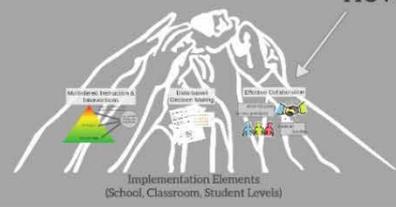
WHY?

socially and emotionally engaged
career-equipped
life-long learner
All students begin the path to post-school success as:

academics
AND
other valuable skills



HOW?

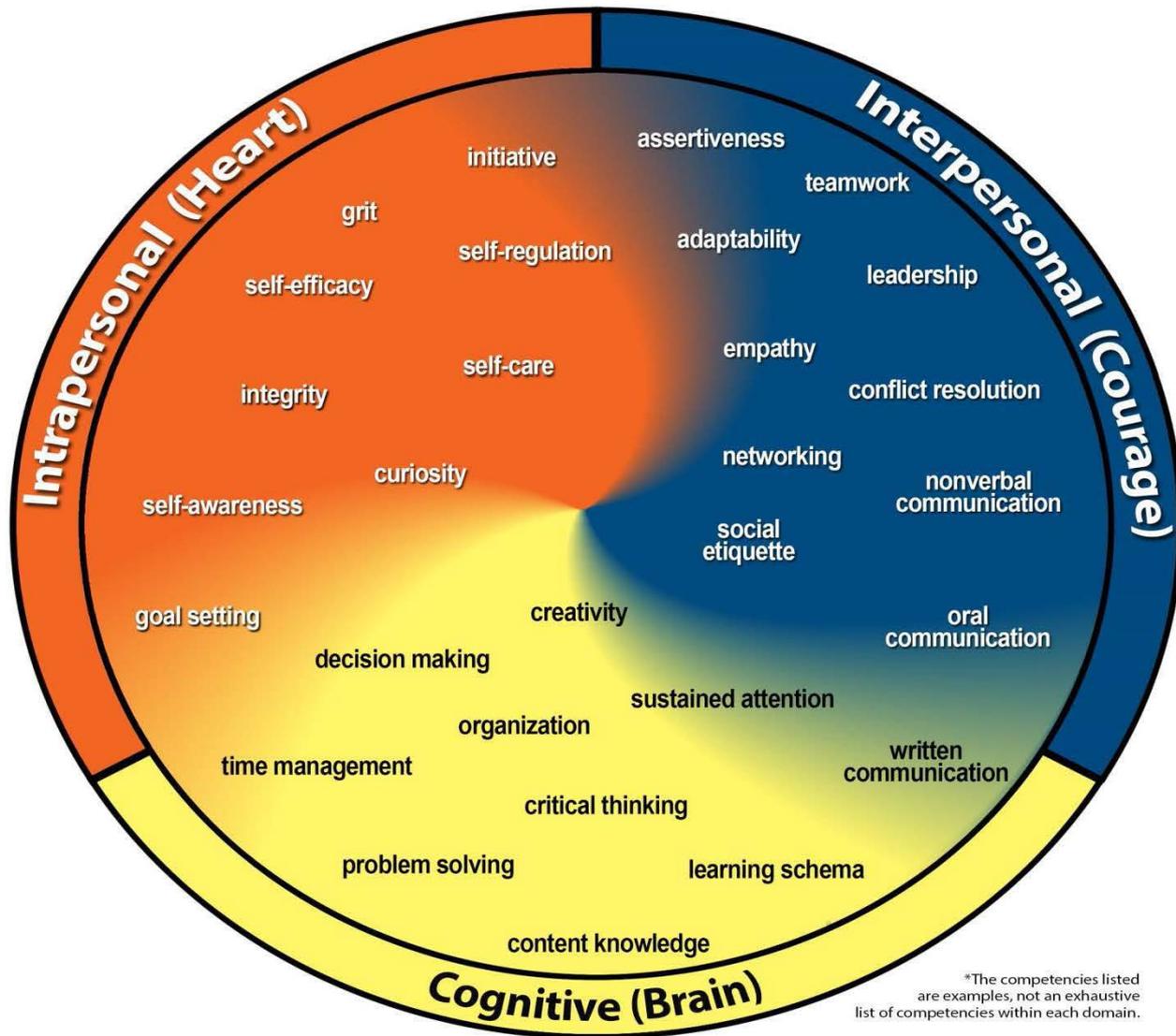


Competency

- A competency is more than a skill.

A competency involves the ability to do something but also the knowledge of when and how to use of the skill.

In other words, your students don't just know what to do (e.g., "I know that I need to know what I'm interested in"); they know the why, the when, and the how of that skill (that is, self-awareness).



*The competencies listed are examples, not an exhaustive list of competencies within each domain.

Why focus on the competencies?

Students with high levels of competency in the intrapersonal domain

- sustain attention in class,
- earn better grades,
- score higher on tests, and
- attain higher levels of educational attainment

(Dignath et al., 2008; Duckworth et al., 2007; Durlak et al., 2011; Nota, 2004; Ursache, 2012; Winkler-Eskreis et al., 2014).

Why focus on the competencies?

Students with high levels of competency in the interpersonal domain experience

- better physical and mental wellness and social functioning,
- are more able to effectively overcome stressors,
- have reduced risk for suicide,
- have higher school attendance rates,
- feel more engaged in school,
- spend more time studying, and
- experience higher rates of employment

(Davidson et al, 2007; Malecki et al., 2002; Opengart, 2007; Rosenfeld et al., 2000; Sabo et al., 2005; Swab, 2013).

Can the competencies be taught?

Yes, students can learn and expand their intrapersonal and interpersonal competencies through **instruction and integration within content-area learning.**

(Cantley et al., 2010; Cassidy, 2011; Ettingen et al., 2002; Farrington et al., 2012; Grote, 2014; Hulleman et al., 2009; Johnson et al., 2004; Meiklejohn, 2012; Meyer et al., 2003; Mueller et al., 2001; Oettingen, 2010; Roberts, 2009).

Interdisciplinary Focus

- Special Education Teacher
- Guidance Counselors
- General Education Teachers
- Career Education Teachers
- Administrators
- Adult Service Agencies, Employers,

Competency Resources

- Teacher Guides
 - Definition
 - Research
 - Assessments
 - Instructional Practices
- Videos
- Tiered Examples
- Action Planning, Implementation, & Reflection

Self-Regulation Video Overview

<http://youtu.be/xaxEwGQHEQA>

Self-regulation 12-8-14

Self-Regulation

Some students are naturals



Some students struggle with self-regulation

00:33

Self-Regulation (Intrapersonal Domain)

Teacher Guide
CCR Competency: *Self-Regulation*



What is it?

Controlling and monitoring your thoughts and actions.

Why?

- Training students, including primary school children, in self-regulation has a positive effect on learning outcomes.
- Students trained by a teacher in self-regulated learning has shown a significant increase in both, homework effectiveness and academic achievement.

Where?

At home doing homework, at work staying on task when you would rather be texting or googling, in private when you want to eat all the Halloween candy, in public when you feel like picking your nose, in class when you want to daydream or finish your work later.

Self-Regulation

Controlling and monitoring your own thoughts and actions

Tier 3: Intensive & Individualized Instruction

In addition to Tier 1 and Tier 2 instruction, a few students with low homework completion are required to write down every homework assignment for each of their classes in their planners. For two weeks, each teacher reviews and signs off that the student listed the homework assignment accurately. The following two weeks, the student lists the homework assignments independently, and the last teacher of the day reviews the student's planner and signs off that the student is listing assignments for all classes. These planner checks decrease to once per week when the student demonstrates the skill independently. Parents are informed of this intervention and encouraged to check the student's planner regularly.

Tier 2: Supplemental Instruction

Students taking a study skills class participate in a supplemental intervention for self-regulation in addition to the review and planning for grade improvement. In this class, students create a binder with the following tabs: Test (needed for test), Toss (not needed), Think (might need), Take (take home). Within this class, the teacher provides time in class for students to self-regulate by thinking carefully about the materials they handle and how they are or aren't meaningful to them. Teachers then check their notebooks on a weekly basis to monitor and provide additional instruction for using the organizational tabs.

Tier 1: Universal/Core Instruction

A school-wide expectation is established: After students receive quarterly report cards, they will review their grades and submit a plan to or schedule a conference with their homeroom teacher describing how they will change their daily behavior to improve (or maintain) their grades.

College and Career Readiness Framework

(Gaumer Erickson, Noonan & Soukup, 2013)

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Thank you

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