

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
<u>Core team members</u> and other key staff (e.g., administrators) involved in school-wide planning <u>can each do</u> 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 *Installation Stage* is to understand the important concepts, content, and scope of the work and prepare for implementation. Identifying sources for training and coaching, selecting staff, 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 *College and Career Competency (CCC) Framework*, the *Installation Stage* 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 criteria).					
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:

<u>Competency</u>	<u>Course(s)</u>	<u>Estimated Number of Students</u>	<u>Grade(s)</u>
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Items 13-19 should be considered separately for each competency that has been taught. Instead of using checkmarks, write the abbreviated competency or competencies (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 learned how to provide competency instruction and developed an instructional plan.					
14. Individually provided instruction that facilitates students' understanding of the competency and components, how the competency applies to them, and reflection on their strengths and challenges related to the competency components (i.e., instructional criteria 1-3).					
15. Across time, individually provided practice with feedback on each competency component and facilitated students' reflection on their competency development (i.e., instructional criteria 4-6), including each component of the competency.					
16. Across time, individually reinforced (e.g., prompted, recognized, praised effort, applied to multiple contexts) students' application of the competency.					
17. Determined students' understanding and demonstration of the competency.					
18. Analyzed student data to determine the impact of instruction.					
19. Reviewed data as a team and used it to refine and extend instruction.					

Initial Implementation Stage: *Initial Implementation* is when the innovation is first being used at scale 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 *College and Career Competency (CCC) Framework*, the *Initial Implementation Stage* includes teaching one or more competencies across a grade or content area, 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:					
20. Facilitated exploration of the <i>CCC Framework</i> and the selected competencies with an expanded implementation team (e.g., grade level, content area department).					
21. Facilitated development of a shared vision and buy-in for teaching the selected competency/competencies with an expanded implementation team (e.g., grade level, content area department).					
22. Trained and coached all teachers providing competency instruction on how to integrate selected competencies into their curricula.					
23. Been supported by district/building leadership with resources such as time for professional development and collaborative meetings.					
24. 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:

<u>Competency</u>	<u>Course(s)</u>	<u>Estimated Number of Students</u>	<u>Grade(s)</u>
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Items 25-32 should be considered separately for each competency that has been taught. Instead of using checkmarks, write the abbreviated competency or competencies (e.g., self-regulation can be abbreviated as SR) in the appropriate box.

For each competency identified for focus, the expanded implementation team (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
25. Individually learned how to provide competency instruction and developed an instructional plan.					
26. Individually provided instruction that facilitates students' understanding of the competency and components, how the competency applies to them, and reflection on their strengths and challenges related to the competency components (i.e., instructional criteria 1-3).					
27. Across time, individually provided practice with feedback on each competency component and facilitated students' reflection on their competency development (i.e., instructional criteria 4-6), including each component of the competency.					
28. Across time, individually reinforced (e.g., prompted, recognized, praised effort, applied to multiple contexts) students' application of the competency.					
29. Determined students' understanding and demonstration of the competency.					
30. Analyzed student data to determine the impact of instruction.					
31. Reviewed data as a team and used it to refine and extend instruction.					
32. 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:					
33. Completed the <i>Exploration Stage of College and Career Competency Framework</i> .					
34. An understanding of how to develop, implement, and measure competency instruction.					
35. Regularly reinforced the selected competencies (including all components) as part of business as usual.					
36. Analyzed data related to competencies for all students, making decisions based on the data.					
37. Engaged family members and involved community members in building college and career competencies.					
38. Engaged families in data-based discussions of their students' proficiency in the competencies.					
39. Developed a system to train and coach new staff on the implementation of the <i>CCC Framework</i> and selected competencies.					
40. Participated in ongoing collaboration and professional development to maintain and enhance practices in developing competencies.					