

Building Bridges to College and Career: Supporting Self-Efficacy

Virginia Community College System (VCCS) Coaches Peer Group Conference
October 21, 2019



Meet your presenters

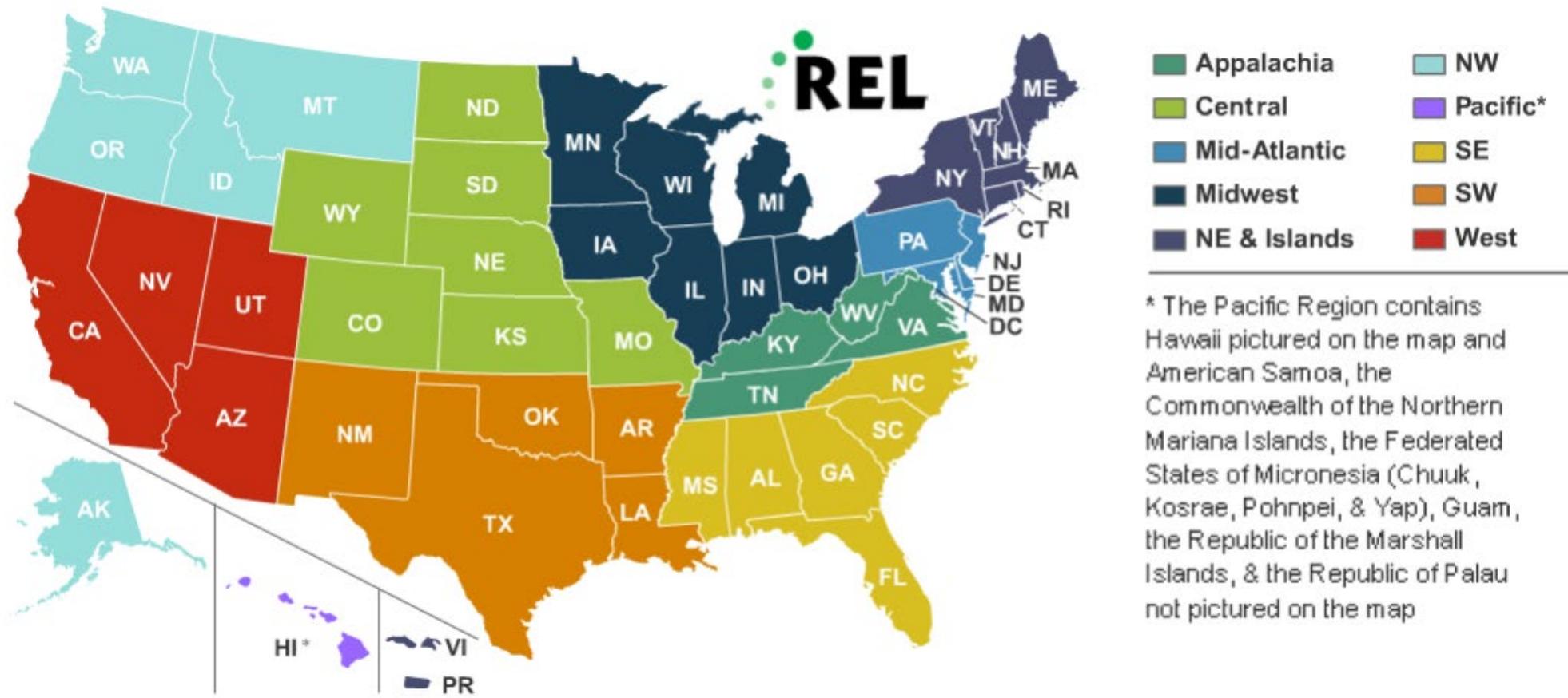


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The Regional Educational Laboratories



The 10 Regional Educational Laboratories (RELs) work in partnership with stakeholders to conduct applied research and trainings.

The REL mission is to support a more evidence-based education system.

Applied Research

Training, Coaching, and Technical Support

Dissemination

June 2016

What's Happening

Dual enrollment courses in Kentucky: High school students' participation and completion rates

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Key findings

- Approximately one in five Kentucky students in grades 11 and 12 participated in dual enrollment courses between 2009/10 and 2012/13.
- Participation rates were higher for female students, White students, students not eligible for the school lunch program, and students attending high school in Appalachian counties and rural areas.
- Students completed 83–86 percent of dual enrollment courses attempted each year between 2009/10 and 2012/13.
- Completion rates were lower in courses that were attempted by Black students, students eligible for the school lunch program, and students attending school in Appalachian counties.
- About 22 percent of students who completed dual enrollment courses earned at least the equivalent of a full semester's worth of college coursework.

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Supporting Your Child in Developing Math Skills For Future Success

Math success opens doors to college and careers.

The technical and professional jobs of the future demand more mathematical knowledge and problem solving skills.



- Children who believe they can be successful in math are more willing to put in effort, even when they struggle, and this results in better performance.¹
- Success in elementary school math predicts future achievement in middle and high school math and other subjects.^{2,4}
- Students who complete higher level math in high school earn higher incomes in the future.³
- The number of STEM (science, technology, engineering, and mathematical) jobs is growing and half of all STEM jobs are available to workers without a four-year college degree. STEM jobs pay 10% more than other jobs available to these workers.⁵

Families can support children in developing math skills for the future by⁶:



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¹Boaler, J. (2015). Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching. San Francisco, CA: John Wiley & Sons.

²Clemens, A., & Engel, M. (2013). How important is when you start? Early mathematical knowledge and later school success. *Teachers College Record*, 115(6), 1-29. <http://www.tcrecord.org/Default.asp?id=1123177>

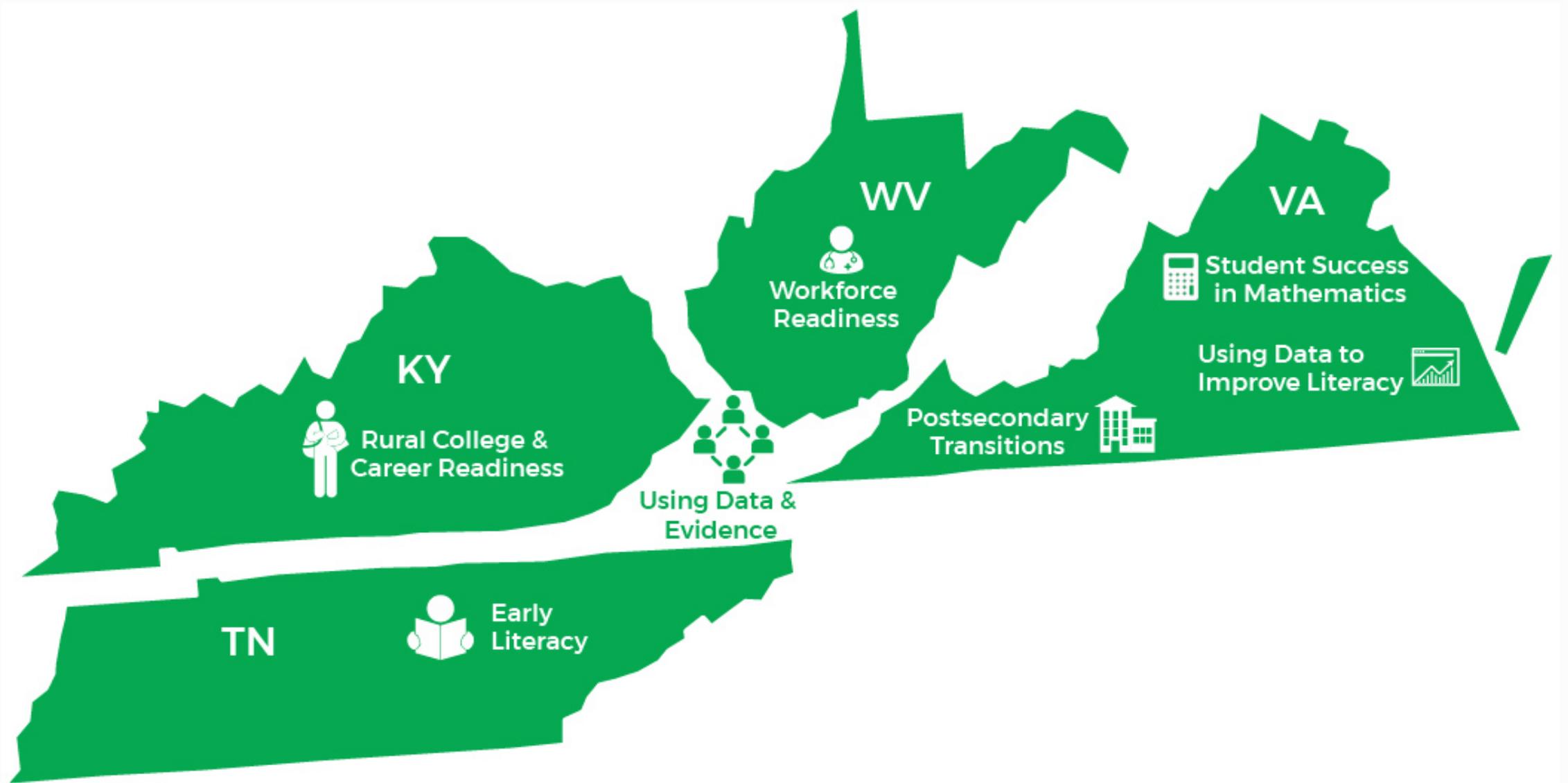
³Carper, K. S., Danvers, G. J., Davis-Kean, J. E., Duckworth, K., Claessens, A., Engel, M., ... & Chen, M. (2012). Early predictors of high school mathematics achievement. *Psychological Science*, 23(7), 691-697.

⁴Achieve, Inc. (2004). Closing the expectations gap: An annual 50-state progress report on the alignment of high school policies with the demands of college and work. Washington, DC: Author.

⁵Roberts, J. (2013). The Hidden STEM Economy. Brookings Institution: Washington, DC.

⁶Epstein, J. L. (2001). School, family, and community partnerships that work. Boulder, CO: Westview Press.

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For more information about our work, visit <https://ies.ed.gov/ncee/edlabs/regions/appalachia/>

Session agenda

- Introductions
- Social Emotional Skills - Overview
- Academic Self-efficacy
- Summary and Wrap-Up

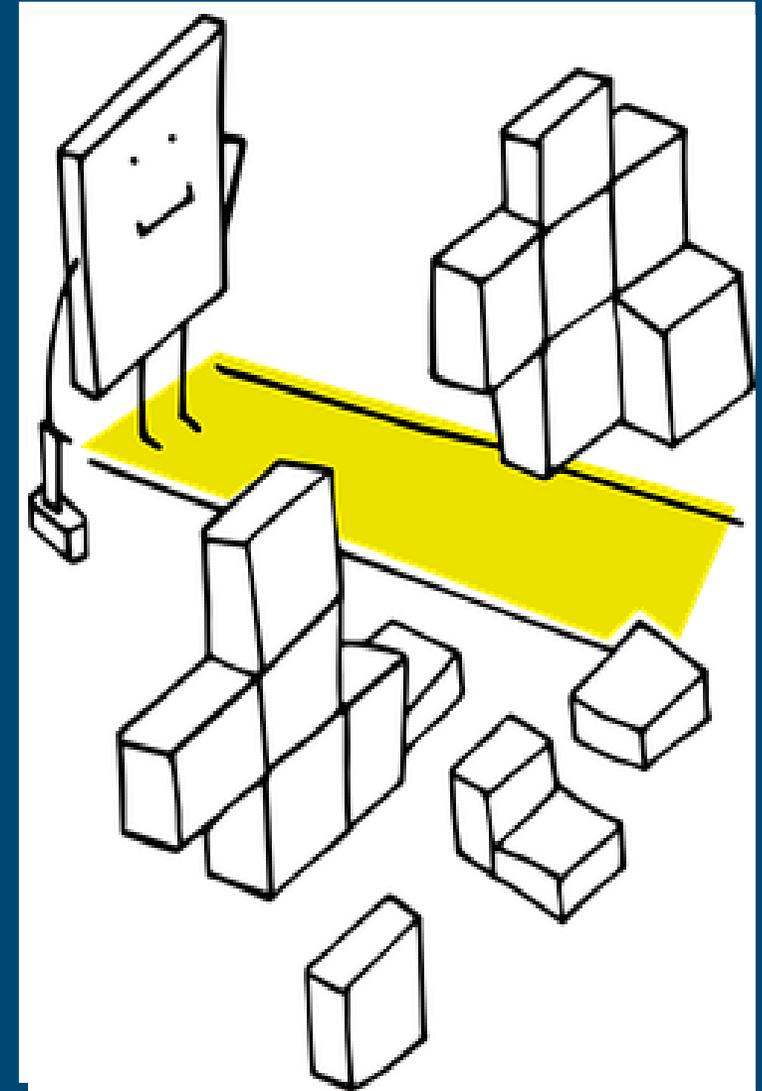


Social Emotional Skills

AN OVERVIEW AND NARROWING OUR FOCUS

Barriers to postsecondary transition

- Confidence (Ali & McWhirter, 2006*)
- Geographic isolation (Bennett, 2008)
- Localism (Hlinka, 2017; Hlinka, et al., 2015)



Barriers (continued)

- Family culture, family obligations (Bennett, 2008; Hlinka, 2017)
- Lack of college knowledge (Barnett, 2016)
- Low levels of family educational expectations and involvement in education (Meece et al., 2014)

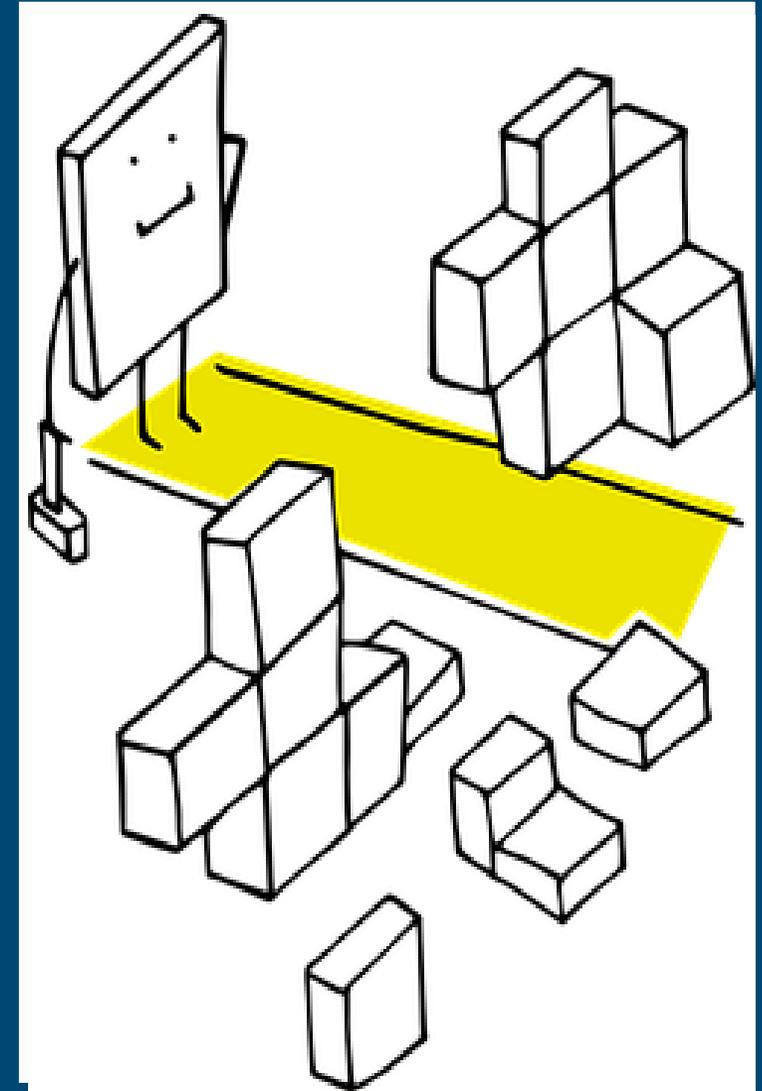
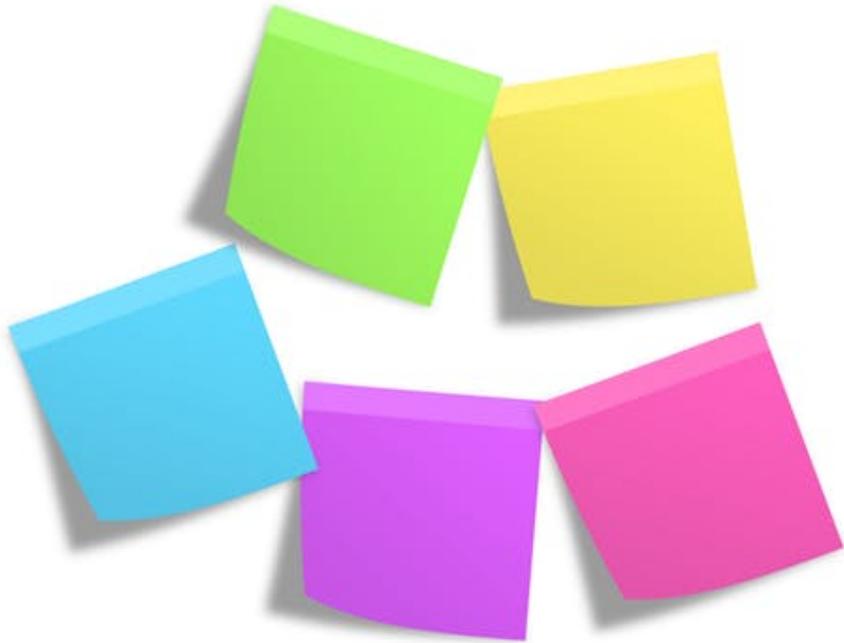


Photo: Pixabay

Barriers and strategies from your experience

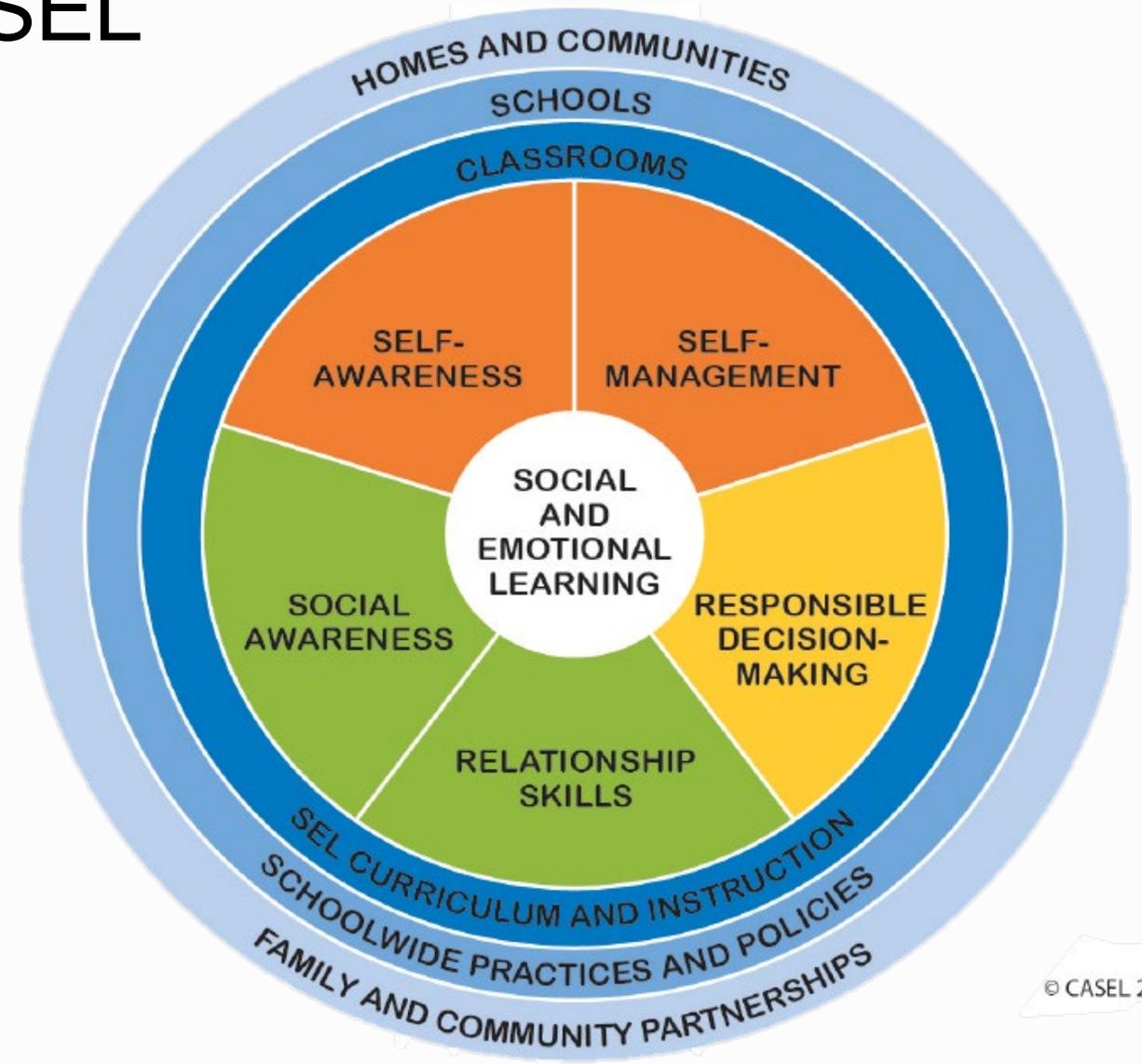


In groups of 3 or 4:

- Discuss SEL focused barriers that you have observed in your experience as a coach.
- Write down the barriers on post-it notes.
- Discuss SEL focused strategies you have used to address or navigate around these barriers.
- Write strategies on post-it notes.
- Place post-it notes on chart paper around the room.
- Debrief in large group.

Framework for assessing SEL competencies

- Collaborative for Academic, Social, and Emotional Learning (CASEL)

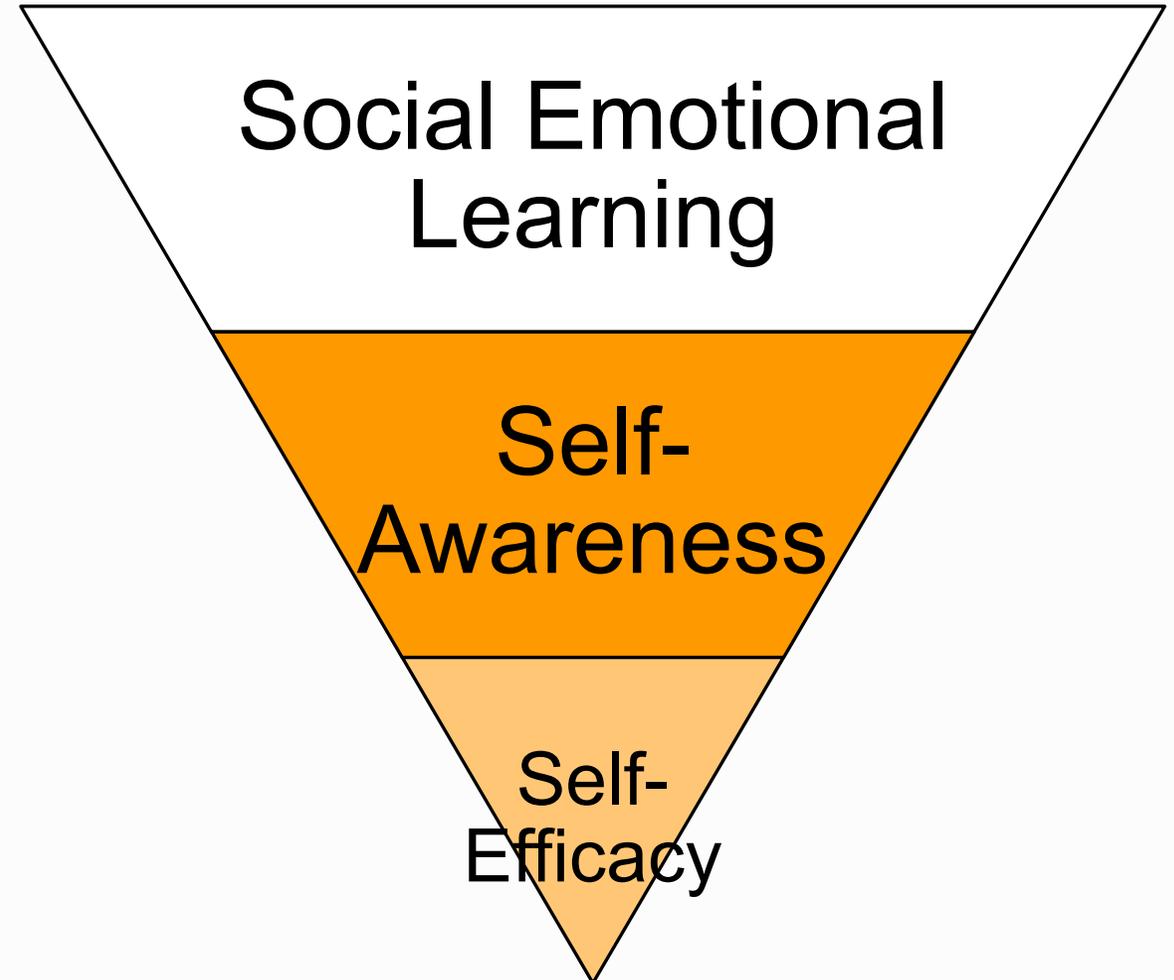


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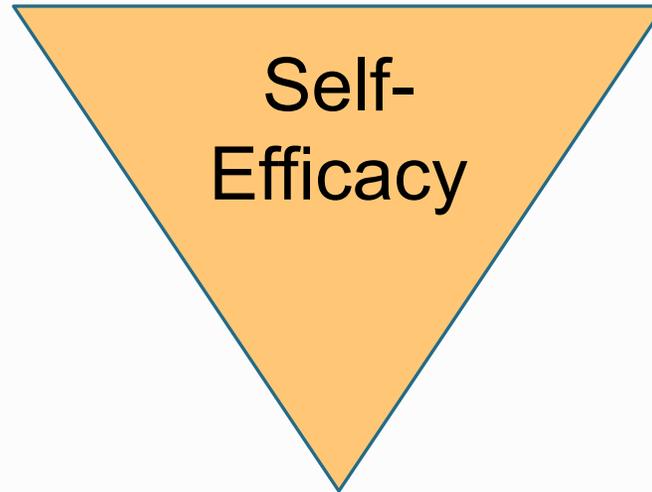
Narrowing the focus

We heard . . .

- Students give up easily
- Students don't set goals
- Students don't believe they can pursue college or career training due to finances, family objections, or ability



Academic Self-efficacy



What is self-efficacy?



Belief in one's ability to succeed or to accomplish a task
(Bandura, 1994).



Our sense of self-efficacy can play a major role in how we approach goals, tasks, and challenges (Usher & Pajares, 2008).



Self-efficacy is domain specific. Academic self-efficacy is a predictor for postsecondary performance and persistence (Robbins, et. al, 2004).

Why should we focus on self-efficacy?

- Student self-efficacy declines from elementary school to middle school and high school (Usher & Pajares, 2008).



Why is academic self-efficacy important?

Achievement & Goals

Students' self-efficacy for academic achievement influences their academic goals and academic achievement (Zimmerman et al., 1992; Valentine, 2004)*

Adjustment

College students' academic self-efficacy is related to academic adjustment in college (Chemers et al., 2001; Ramos-Sanchez & Nicholas, 2007)

Careers & Majors

Self-efficacy is linked to students seeing a larger range of careers and majors as (Brown & Lent, 1986)

Career Options

High academic efficacy is linked to career pursuits, career levels requiring advanced education, and range of viable career options (Ali & Saunders, 2009; Bandura et al., 2001)**

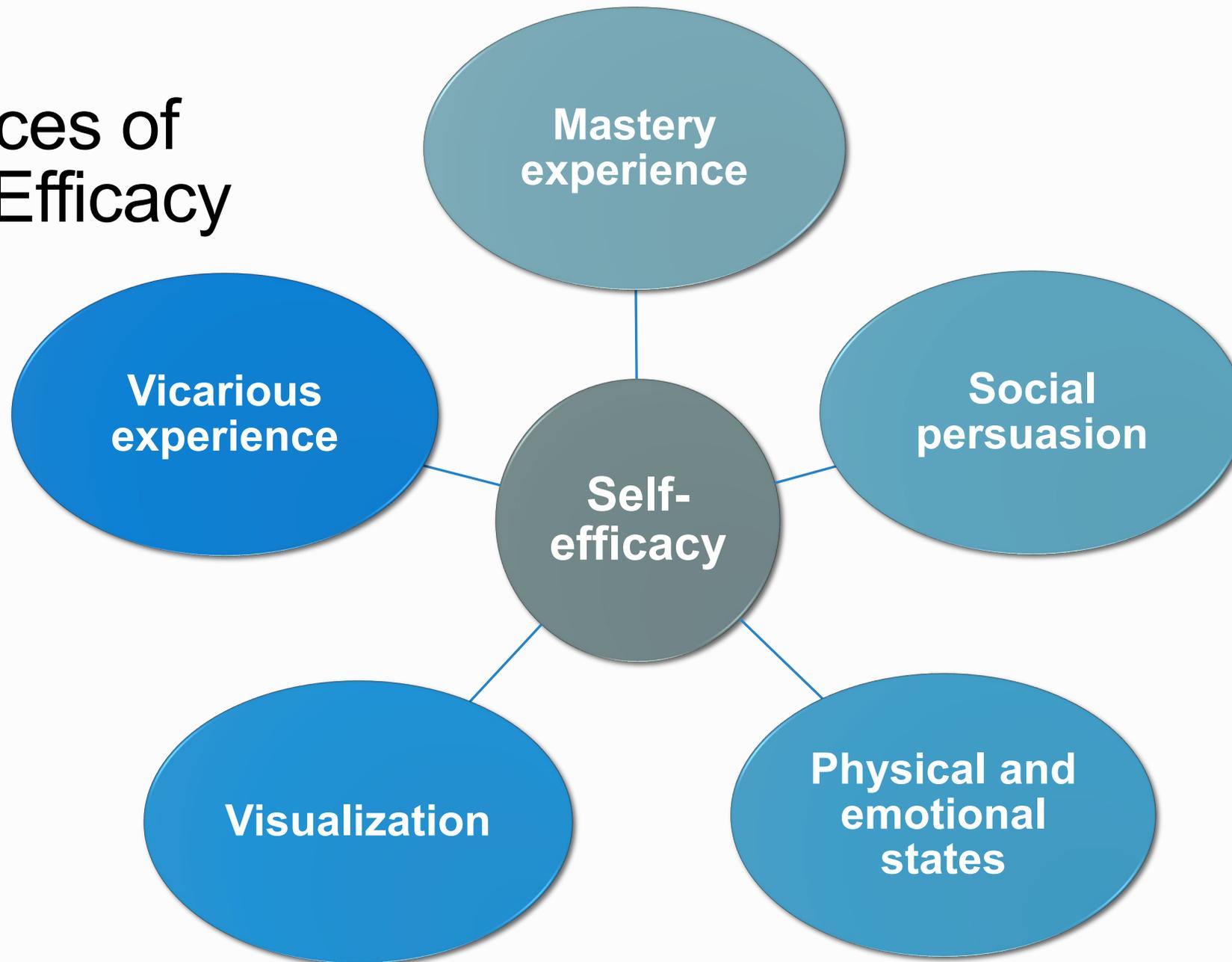
Growth mindset and self-efficacy: Related skills

	Self-Efficacy	Growth Mindset
Definition	Refers to a person's belief of being able to do what's necessary to successfully achieve a specific goal or task.	Refers to the belief that one's abilities can change over time as a result of effort, perseverance, and practice.
What does this answer?	Can I do this?	Can I grow in this area?
Example	"...and I have confidence that I can master linear equations."	"Although I haven't mastered it yet, I know I can get better at it if I study hard, try new strategies, and seek out help."
Relationship to self-efficacy	Having high self-efficacy with a growth mindset can help a student navigate setbacks successfully. Even as a student experiences failure, noticing a gradual improvement in skills over time will give the student confidence that he or she can <i>ultimately</i> achieve the goal (self-efficacy) by increasing effort and abilities (growth mindset).	

Taken from:



Sources of Self-Efficacy

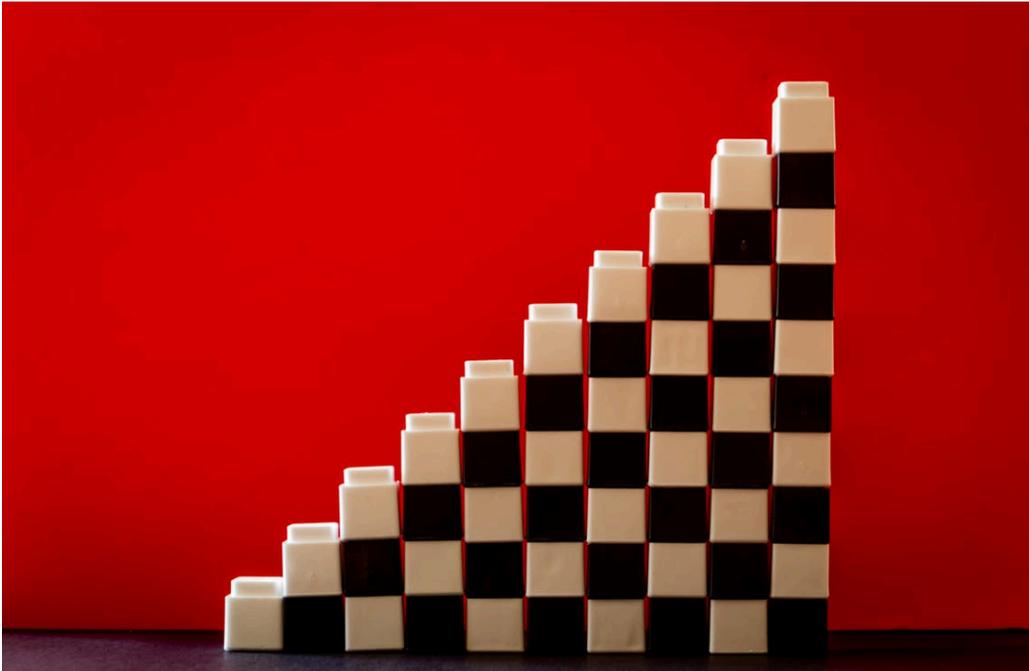


Building self-efficacy in students

Sources of Self-Efficacy	Example strategies
MASTERY	<ul style="list-style-type: none">• Give students road maps with milestones to mastery.• Begin with a simple task and create opportunities for success.
MASTERY/SOCIAL PERSUASION	<ul style="list-style-type: none">• Celebrate incremental success.
VICARIOUS	<ul style="list-style-type: none">• Utilize modeling.• Use peer tutoring.• Have advanced students work through problems with peers, out loud.
VISUALIZING	<ul style="list-style-type: none">• Have students use if-then statements for planning.• Set goals
SOCIAL PERSUASION	<ul style="list-style-type: none">• Go beyond telling students you think they can do it, and give them examples of why you think they have the skills.

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How are you building self-efficacy in students?



- What tools or strategies do you use to build self-efficacy in students?
- What tools are available that are specific to Virginia to support these efforts?
- Have you or your department developed resources to build self-efficacy in students that may benefit others in this group?
- What gaps in support to building self-efficacy in students have you observed or experienced in VCCS?

Sample strategy details:

Give students a road map with milestones

- Provides a "mastery experience" for students to build their own self-efficacy through scaffolding.
- Builds confidence in achieving each step on the way to the goal.

Possible ideas

- Create a timeline of activities that includes college entrance testing, FAFSA completion, searching out institutions and options, essay writing, application submission.
- Break down each activity into manageable steps.

Sample strategy details:

Modeling

- Provides a "vicarious experience" for students to build their own self-efficacy.
- Is most effective when they can see some of their own characteristics in the model.

Possible ideas

- Invite recent graduates to return and talk about their experiences in postsecondary transition.
- Share stories about how other students have been admitted, received financial aid, or transitioned to a local or distant institution.

Sample strategy details:

Teaching goal setting

- As proximal goals are met, students gain confidence in their abilities.
- Goals should be attainable, timely, and specific.

Possible ideas . . .

- Students can set a goal for completing the FAFSA, researching postsecondary options, or completing applications.
- Students can set goals for their current course assignments or course milestones.
- As goals are achieved, students can set a new goal.

Takeaways

- How might you use the research presented to inform decisions in your agency/organization/school?
- What new strategy or strategies from today's workshop are you excited to put into practice or share with colleagues?
- What aspects of the presentation were most helpful and why?

Summary

- Self-efficacy is one's ability to succeed or accomplish a task.
- Self-efficacy matters for students' academic goals, adjustment in college, and career and major choice.
- Being mindful of how you acknowledge academic progress or accomplishment along the way in your coaching and interaction with students can build self-efficacy.

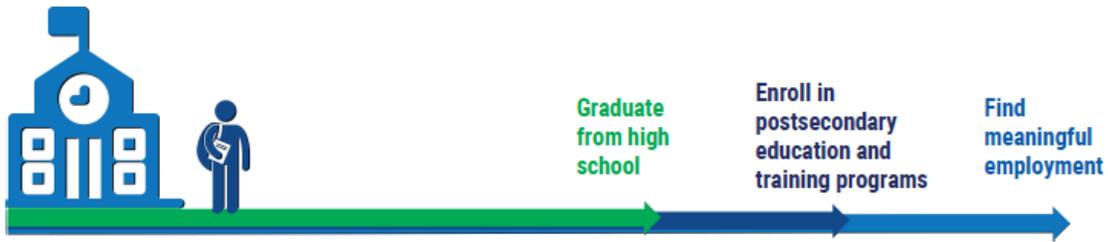
Upcoming REL Events



Paving the Pathway to College and Careers

Virtual Training Series

Join REL Appalachia and our partners for a three-part virtual training series on strengthening the transition from high school to postsecondary education and careers. [Registration](#) for the first training webinar is open!



Link to registration:

<https://tinyurl.com/RELAP-PPCC-Webinar1>

Register Today
November 7, 2019
3:30 p.m. ET

Laying the Foundation for Postsecondary Success

The first training webinar will focus on postsecondary (college and career) knowledge including strategies that support student and family understanding of postsecondary expectations and norms, and career paths and majors.

February 2020
More information to come

The Nuts and Bolts of Postsecondary Transition

The second training webinar will focus on strategies that help students and families in completing FAFSA and college applications, and support the transition from graduation in the spring to postsecondary enrollment in the fall.

April 2020
More information to come

Building a Postsecondary Mindset

The third webinar will focus on preparing students with social emotional skills to support postsecondary aspirations and transition.



Thank You!

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