

# Teaching College and Career Competencies School-wide

**Mega Conference 2016**  
**November 17, 2016**  
**Loews Ventana Canyon**  
**Tucson, AZ**

<http://researchcollaboration.org> (click on **CCC Framework**)

# Activity (2 minutes)

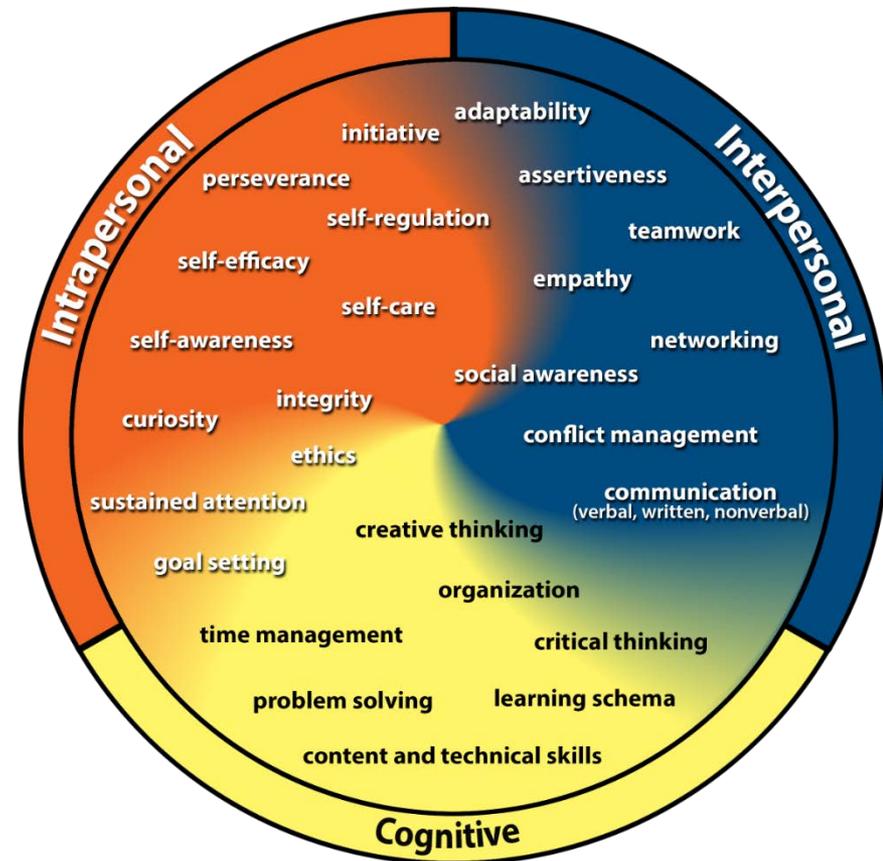
List all of the jobs you've had in your life (preferably in order). Include jobs you've had early in life such as babysitting, mowing lawns, and anything else.

# Think-Pair-Share

Reflect on your personal career path.

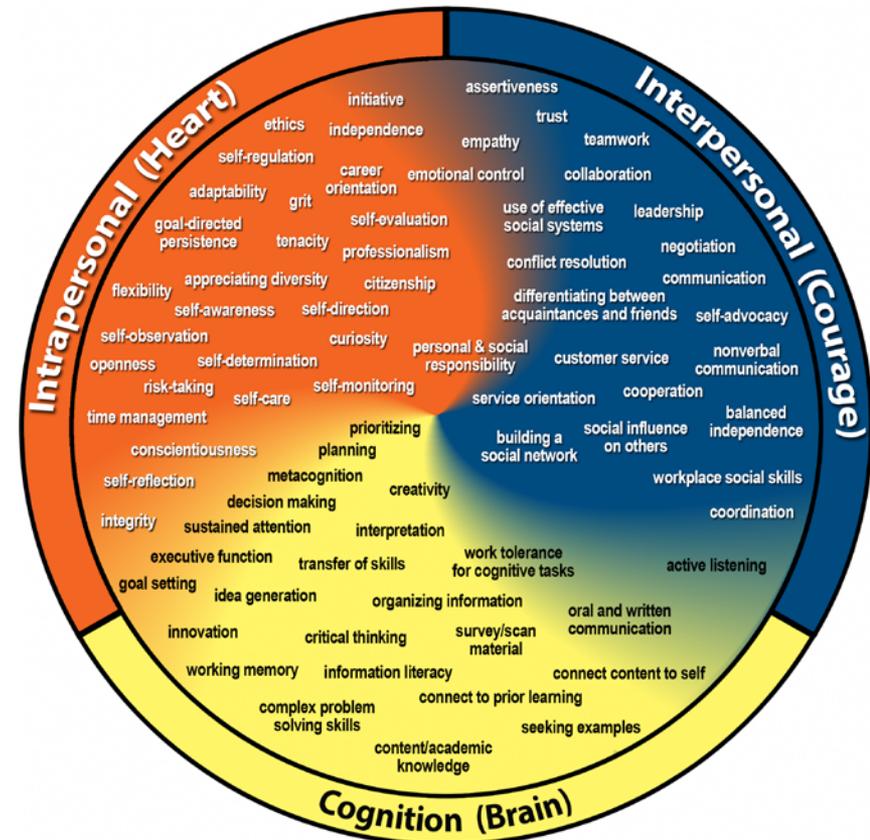
Which three competencies had the greatest impact on your success?

Share with your neighbor.



# Synthesizing the Competencies

- Research-based
  - Shown to improve in-school & post-school outcomes
  - Distinct
- Teachable
- Measurable
- Generalizable

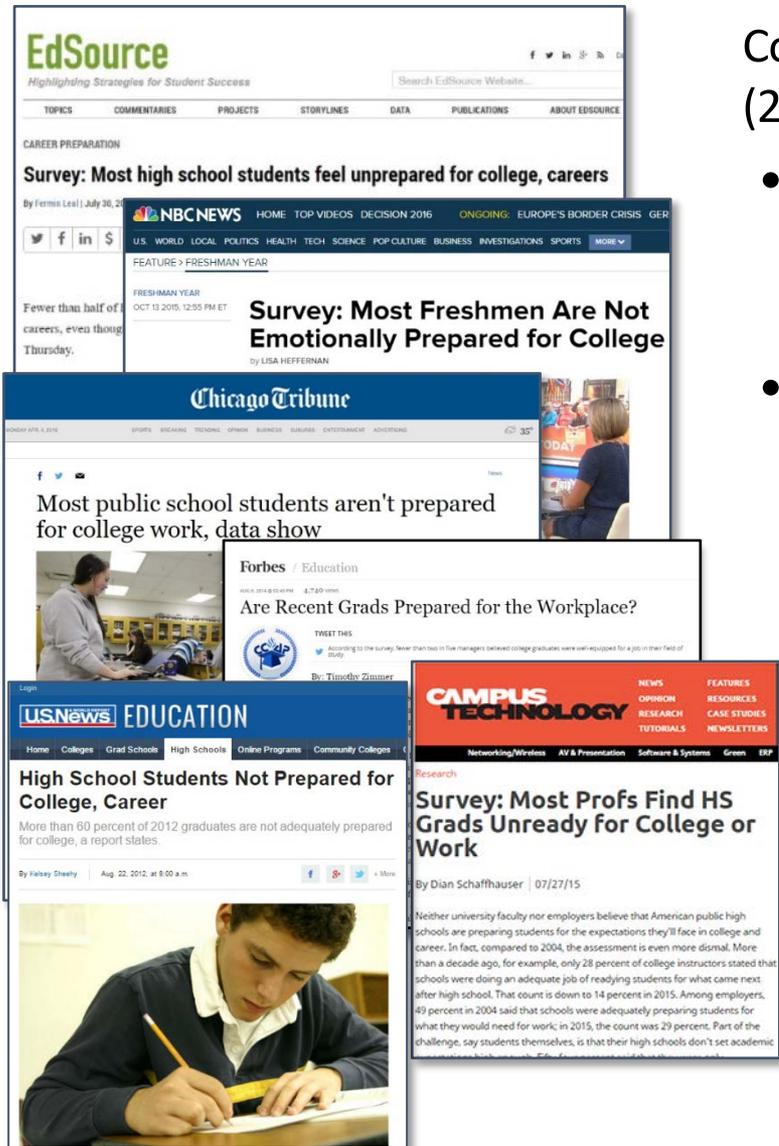


Early version of the College and Career Competency Wheel

# Why focus on...

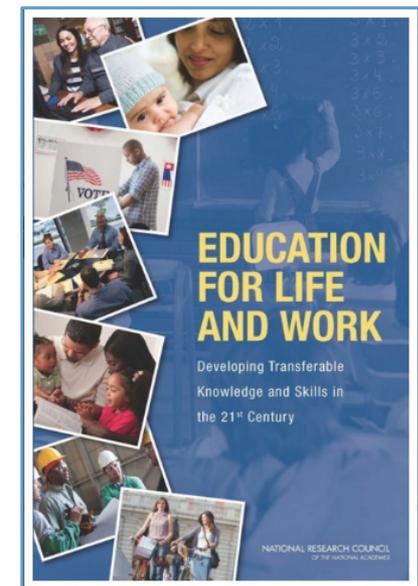
<b>COGNITIVE competencies</b>	<b>INTERPERSONAL competencies</b>	<b>INTRAPERSONAL competencies</b>
<ul style="list-style-type: none"> <li>• Effectively solve real-life problems</li> <li>• Understand more course content and retain more information</li> <li>• Generalize information to apply in multiple contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Better physical and mental wellness and social functioning</li> <li>• Improved school attendance</li> <li>• Feel more engaged in school</li> <li>• Spend more time studying</li> <li>• Higher employment rates</li> <li>• Earn better grades and achievement scores</li> <li>• Better able to effectively overcome stressors</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain attention in class better</li> <li>• Improved retention of subject matter</li> <li>• Earn higher salaries and advance further in careers</li> <li>• Better able to avoid drug use</li> <li>• Reduced bullying and victimization</li> </ul>
<p>(Chang, Wu, Weng, &amp; Sung, 2012; English &amp; Sriraman, 2010; Khemlani, 2000; Kuo, Hwang, &amp; Lee, 2012).</p>	<p>(Dignath et al., 2008; Duckworth et al., 2007; Durlak et al., 2011; Nota, 2004; Ursache, 2012; Ekreis-Winkler et al., 2014).</p>	<p>(Dignath et al., 2008; Duckworth et al., 2007; Durlak et al., 2011; Nota, 2004; Ursache, 2012; Winkler-Eskreis et al., 2014).</p>

# Need for College & Career Readiness



Conclusion from Pellegrino's *Education for Life and Work* (2012):

- Coverage of other 21st century competencies—particularly those in the intrapersonal and interpersonal domains—is uneven (p. 140).
- Development of higher-order 21st century competencies within the disciplines will require systematic instruction and sustained practice (p. 140).

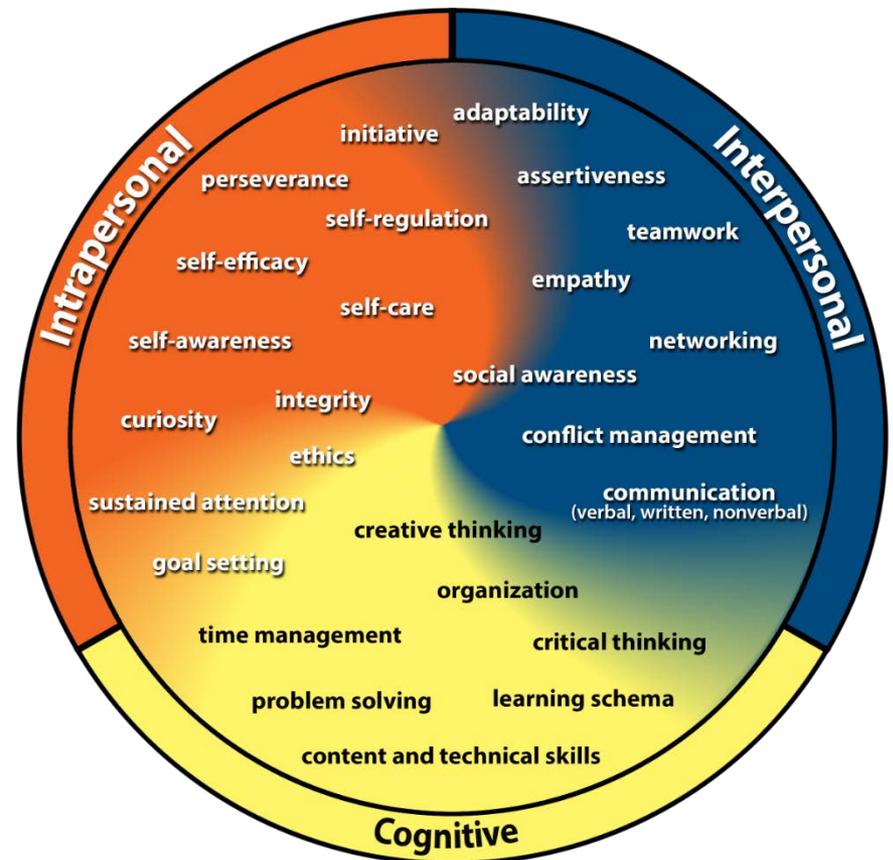


# So, what do we do about this need to develop College and Career Competencies?

- Past approaches?
- Current approaches?

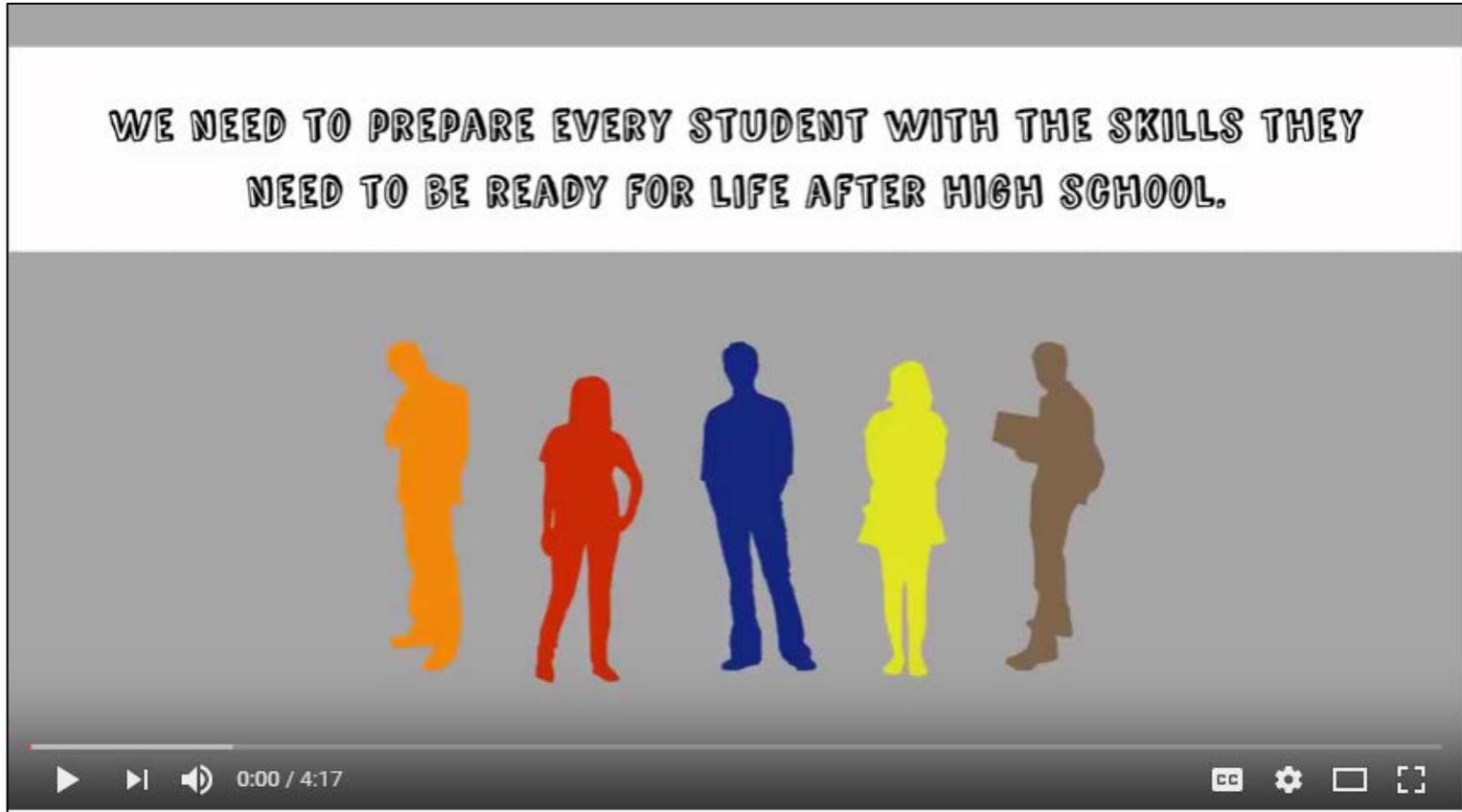


*Arizona's College and Career Competency Team Training (CCCTT)*



Gaumer Erickson, A.S., Soukup, J.H., & Noonan, P. (2016). *College & Career Competency Wheel* (3<sup>rd</sup> ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012) *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press.

# CCC Framework Video



<https://www.youtube.com/watch?v=HJu5Z82HzmM>

# WHAT?

## Student Competencies

- Intrapersonal
- Interpersonal
- Cognitive

# HOW?

## Implementation Elements

- **Multi-tier Instruction and Interventions** *(Tier 1, all students focus)*
- **Data-based Decision Making**
- **Effective Collaboration**



**Successful  
Adult Outcomes**

# WHY?

**All students begin the path  
to post-school success as:**

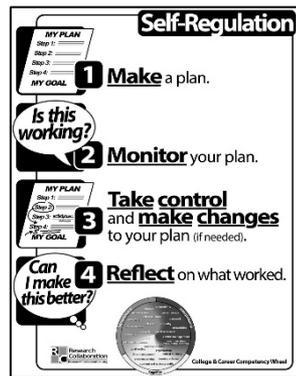
- **Socially Engaged**
- **Career-equipped**
- **Lifelong Learners**



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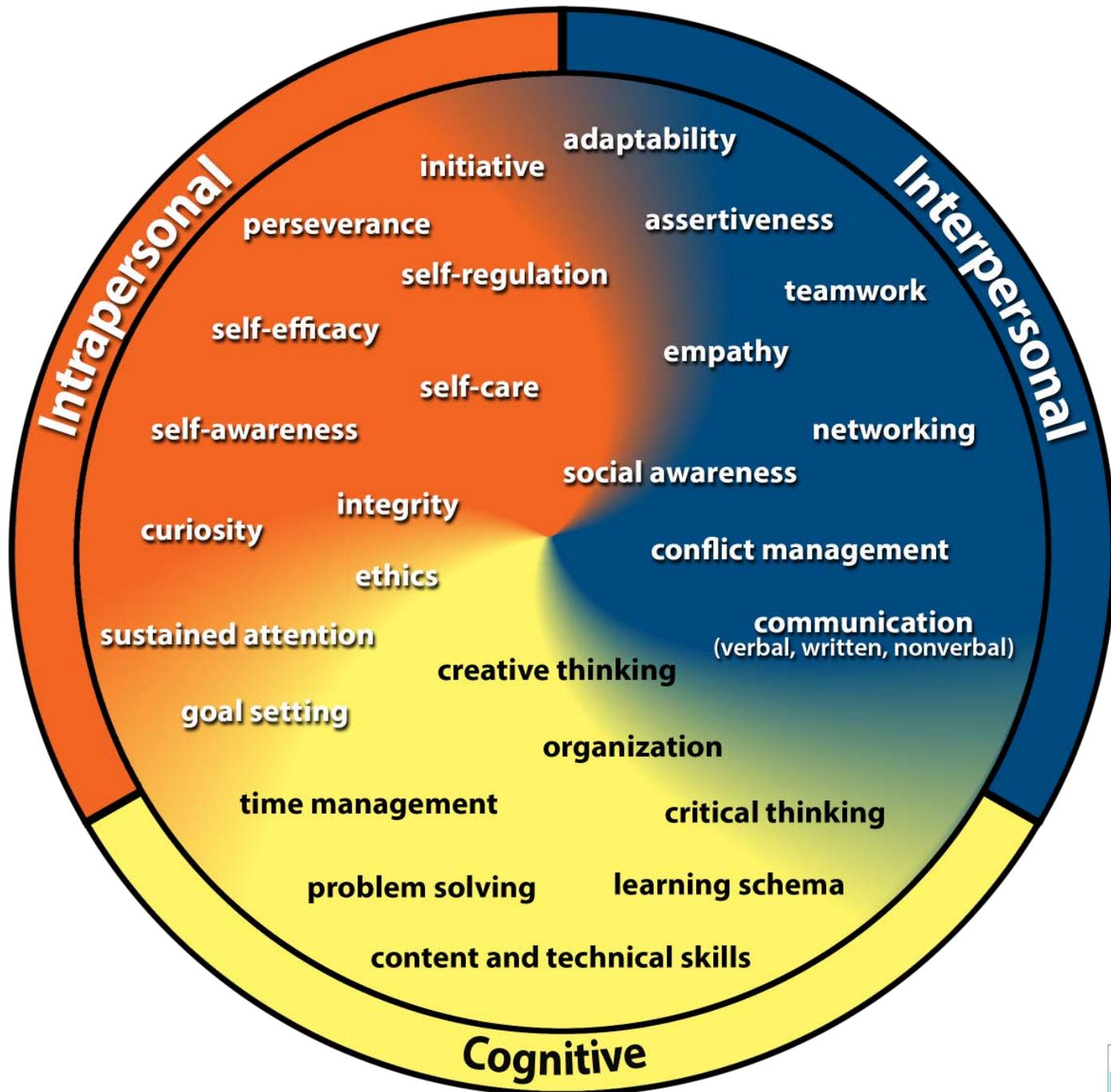
# What to Teach:

- Cognitive, **interpersonal**, and **intrapersonal** competencies.
- The **essential components** that “make up” each competency are what the student needs **to know about** and **do**.



# How to Teach:

- Agree upon **1** or **2** competencies as a **Tier 1, school-wide** focus.
- School-wide **coaching and collaboration** regarding competency development and impact.
- **Frequent planning, teaching, and data-based revisions** as part of current curriculum / interactions or in addition to current curriculum / interactions.



# Competency-Specific Resources

Teacher Guide  
College and Career Competency: *Self-Efficacy*

**Definition:**  
Self-efficacy refers to perceptions an individual has about his/her capabilities to perform at an expected level and achieve goals or milestones. It is shown to influence academic motivation, learning, and achievement (Pajares, 1996; Schunk & Pajares, 2001).

**Essential Components for Students:**  
1. Self-efficacy increases with the belief that ability can grow with effort.

Student to give up early on a difficult task. Conversely, high academic self-efficacy can lead a student to willingly take on and persist with difficult tasks (Mercer, Nello, Martinez, & Kirk, 2011; Schunk, 1985; Schunk & Pajares, 2001).

**Teacher Guides**

Goal Setting

Goal Setting can be taught through instruction & practice

educational attainment  
post-secondary outcomes

**Videos**

Self-Regulation Questionnaire

Please CHECK ONE response that best describes you. Be honest, since the information will be used to help you in school and also help you become more prepared for college and careers. There are no right or wrong answers!

Student ID \_\_\_\_\_ Date \_\_\_\_\_

	Not very like me → Very like me				
	1	2	3	4	5
1. I plan out projects that I want to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If an important test is coming up, I create a study plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Before I do something fun, I consider all the things that I need to get done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I know what my grades are at any given time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Daily, I identify things I need to get done and track what gets done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I often lose track of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have trouble remembering all the things I need to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I do what it takes to get my homework done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I make choices to help me succeed, even when they aren't the most fun right now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. As soon as I see things aren't going right, I want to do something about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I keep trying as many different possibilities as necessary to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. When I want something expensive, I cut down on buying small things to save money for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. My friends can talk me into things that I later regret.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I have difficulty maintaining my focus on projects that take a long time to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. When I get behind on my work, I often give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Questionnaires**

**Conflict Management**

1 **Know your usual response** to a conflict!

2 **Know the reasons** for a conflict!

3 **Apply a strategy** for resolving conflict!

**Posters**

Conflict Management

A collection of resources for developing student conflict management.

Introduction to Conflict Management Video  
Conflict Management helps students make the right choices in conflict.

Essential Components of Conflict Management

Tackle Conflict in Any Setting  
Retrieved from <http://online.creighton.edu/minor/masters-in-negotiation-and-conflict-resolution/tackle-conflict-in-any-setting/>

Styles of Conflict Management  
COMPETITION  
COLLABORATION  
COMPROMISE  
DOMINANCE  
AVOIDANCE

Examples of Effectively Applying Conflict Management Strategies  
Retrieved from <https://leadershipbasics101.files.wordpress.com/2011/1/03/conflicttable1.jpg>

Robin Williams and the Two-Faced Monster Demonstrate the Word "Conflict"

Conflict Resolution Skills Ladder

Circle of Viewpoints  
A routine for exploring diverse perspectives; include in "Teaching the Art of Civil Dialogue"

Visible Thinking  
Purpose: What kind of thinking does this routine encourage?  
VISIBLETHINKING?

**Padlets**

<http://researchcollaboration.org> (click on **CCC Framework**)

# Student Questionnaire Site

(<http://www.researchcollaborationsurveys.org/>)

The video below will guide you step-by-step through the process of creating, administering, and viewing results from your questionnaires.

How to Use: researchcollaborationsurveys.org

results:

in the page you will be given and select Print or use a keyboard shortcut by holding down the control button (CTR) and pressing p. Landscape option from your printer's settings.

is Browsers: Internet Explorer/Microsoft Edge, Google Chrome, Mozilla Firefox

Survey Link	Code	Results	Excel Download
<a href="https://is.gd/r3urveys">https://is.gd/r3urveys</a>	3-47	View	Excel Download
<a href="https://is.gd/r3urveys">https://is.gd/r3urveys</a>	1-48	View	Excel Download
<a href="https://is.gd/r3urveys">https://is.gd/r3urveys</a>	3-52	View	Excel Download
<a href="https://is.gd/r3urveys">https://is.gd/r3urveys</a>	1-53	View	Excel Download

Research Collaboration

How to Begin Launching Questionnaires

The purpose of CCCTT is to support educators as they more systematically and comprehensively develop students' interpersonal and intrapersonal competencies for increased educational achievement and motivation, and improved post-school outcomes.

# College & Career Competency Team Training

Sponsored by  
Arizona Department of Education  
Exceptional Student Services

- [Home](#)
- [Transition Conference](#)
- [Upcoming Dates](#)
- [Project Overview](#)
- [Participating Districts](#)

**About the project**

The Arizona Department of Education Exceptional Student Services (ADE/ESS) and the University of Kansas Center for Research on Learning partnered to begin the *Arizona Secondary Transition Mentoring Project* in 2009, inviting teams of educational professionals from public education agencies (PEAs) throughout the state to participate in two-year cohorts. As a result of that project, ADE/ESS and KU have developed Arizona's *College and Career Competency Team Training* to help eligible PEAs equip all students (including students who receive special education services) with the intrapersonal and interpersonal competencies they need to become career-equipped, lifelong learners who are socially and emotionally engaged.

In Arizona's *College and Career Competency Team Training (CCCTT)*, we provide coaching and training to interdisciplinary school teams to systematically embed college and career competency development into core content (addressing standards and competencies simultaneously) with consistent, meaningful, research-backed methods.

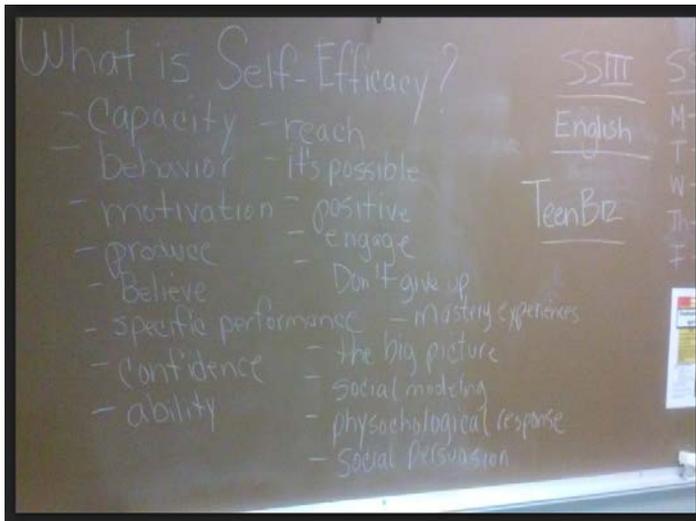
The project is not a separate initiative, standalone course/curriculum, or add-on; rather it aims to provide coaching, resources, and other supports to help schools build a sustainable culture of college and career readiness (and as such, can be easily integrated with other initiatives/priorities). The project emphasizes three elements for success:

- Collaboration between all stakeholders (e.g., administrators, general and special educators, counselors, service providers, families, community, etc.)
- Multi-tiered instruction and interventions
- Effective use of data to inform decision making at multiple levels

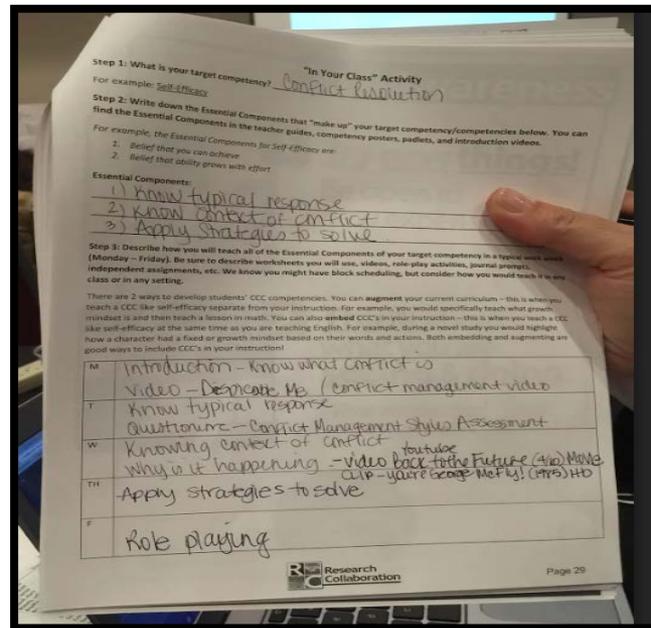
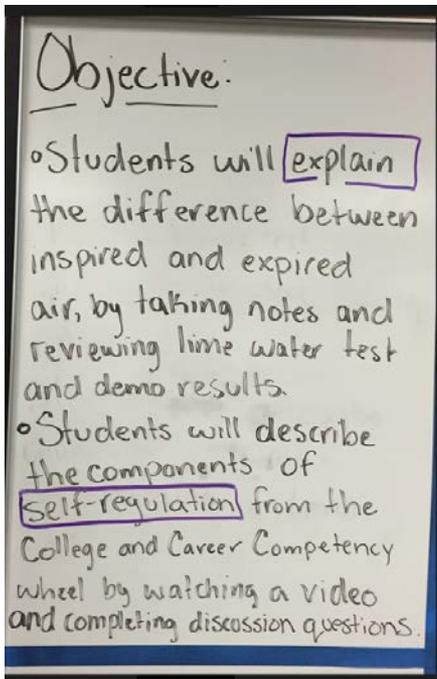
# Florence Unified School District

Exploration	Installation	Initial Implementation	Full Implementation
Administered school-wide surveys on all competencies to gather baseline data.	Chose competencies to concentrate on with students (self-awareness and goal setting).	Chose 2 core classes to implement lessons on goal setting and self-awareness with formative assessments.	Set aside 1 day a quarter to focus on a specific competency.
Shared the <i>College and Career Competency Wheel</i> with staff.	Ad Campaigns: Included quotes and information about competencies in daily announcements.	Met as a team to assess how the lessons went.	Competency lessons build on each other and are focused to grade level needs.
Gathered information about competencies at trainings.	Created bulletin boards focused on competencies.	Modified the lessons for inclusion in the “Success Class” all freshman take.	Teachers can access data to identify specific needs in their class.





- Initial instruction of CCCs and essential components.
- Teaching students CCC definitions & essential components.
- Instructional planning for CCC development over time.
- CCC instruction infused in several different “types” of classes.



### Questioning

- What is a goal?
- Why set a goal?
- Have you set a goal?
- How do you know if you achieved it
- How did you know if you are on track?
- Did you make any changes?
- Did you get any help?
- Any feedback or input?

### Components

- Student centered
- Mastery of tasks
  - Progress over time vs competition
- Interest and skills assessment data that includes input or feedback

Essential Components of Self-Efficacy Competency

1. Believe that ability can \_\_\_\_\_
2. Believe in your ability to \_\_\_\_\_

Read each sentence below and mark the choice  
 ① You can learn new things, but you can't really change your basic intelligence. *Somewhat disagree*  
 ② Your intelligence is something about you that you can't change very much. *Somewhat agree*  
 ③ You have certain amount of intelligence and you really can't do much to change it. *Somewhat agree*

I believe that I have a fixed mindset but I am learning to have more of a growth mindset because

Individual Student Conference Sheet

Student ID#: \_\_\_\_\_  
 Date: \_\_\_\_\_

Identify area of need:

To improve my performance in school, I need to improve \_\_\_\_\_  
 \_\_\_\_\_

Make a Plan and Monitor it: Control:

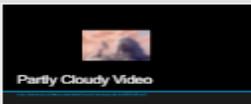
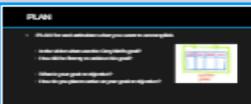
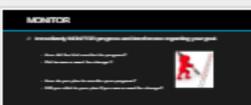
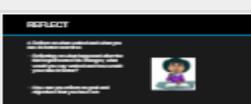
To help me improve, I can actively take the following steps. Success?	If these steps do not help me improve, I will try the following steps:
_____ Y/N →	_____
_____ Y/N →	_____
_____ Y/N →	_____

Post-Conference/Reflection:

Was my plan successful in helping me improve? What did I do that helped me be successful? How did my plan change over time? How did I know when my plan needed to change?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- Multimodal practice - discussion, reflection, conferences, group work, worksheets, bell work.
- “WE DO” and “YOU DO” instruction.

- 1 
- 2 
- 3 
- 4 
- 5 
- 6 
- 7 

What is Self-Regulation?

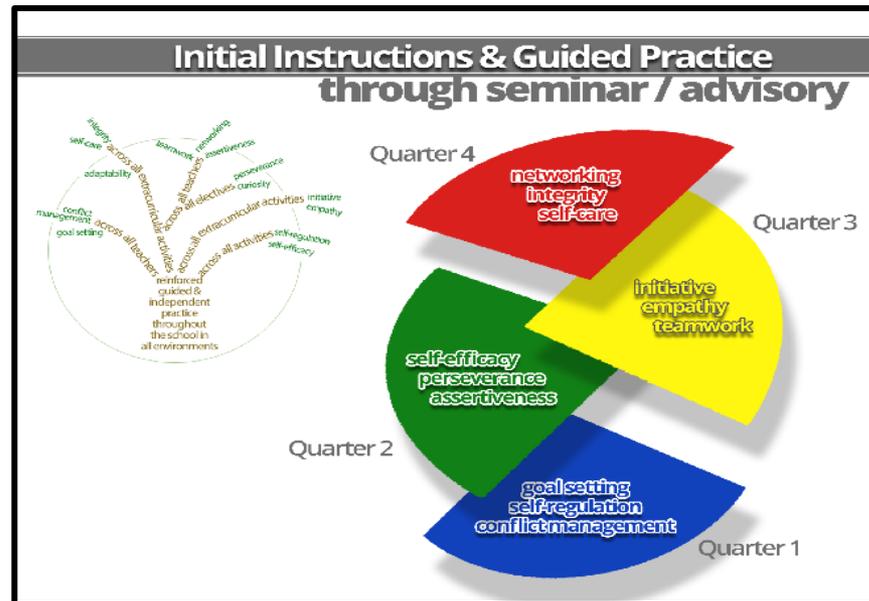
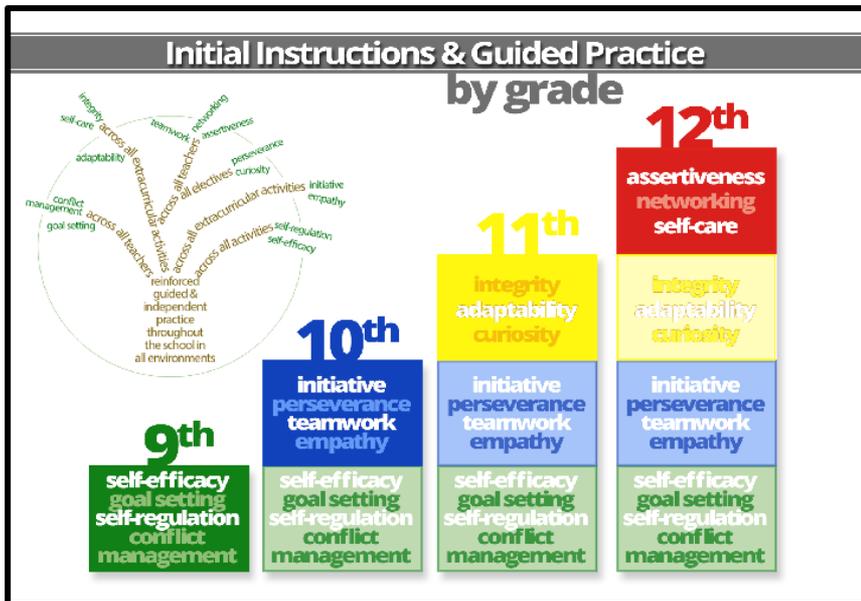
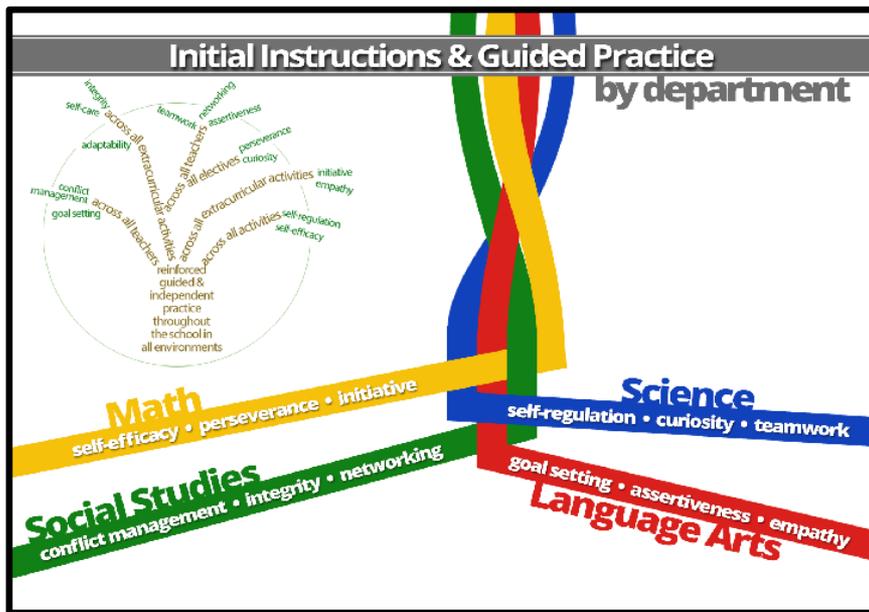
Bellwork Space:

Self-Regulation Steps

1. Plan-
2. Monitor-
3. Control-
4. Reflection-

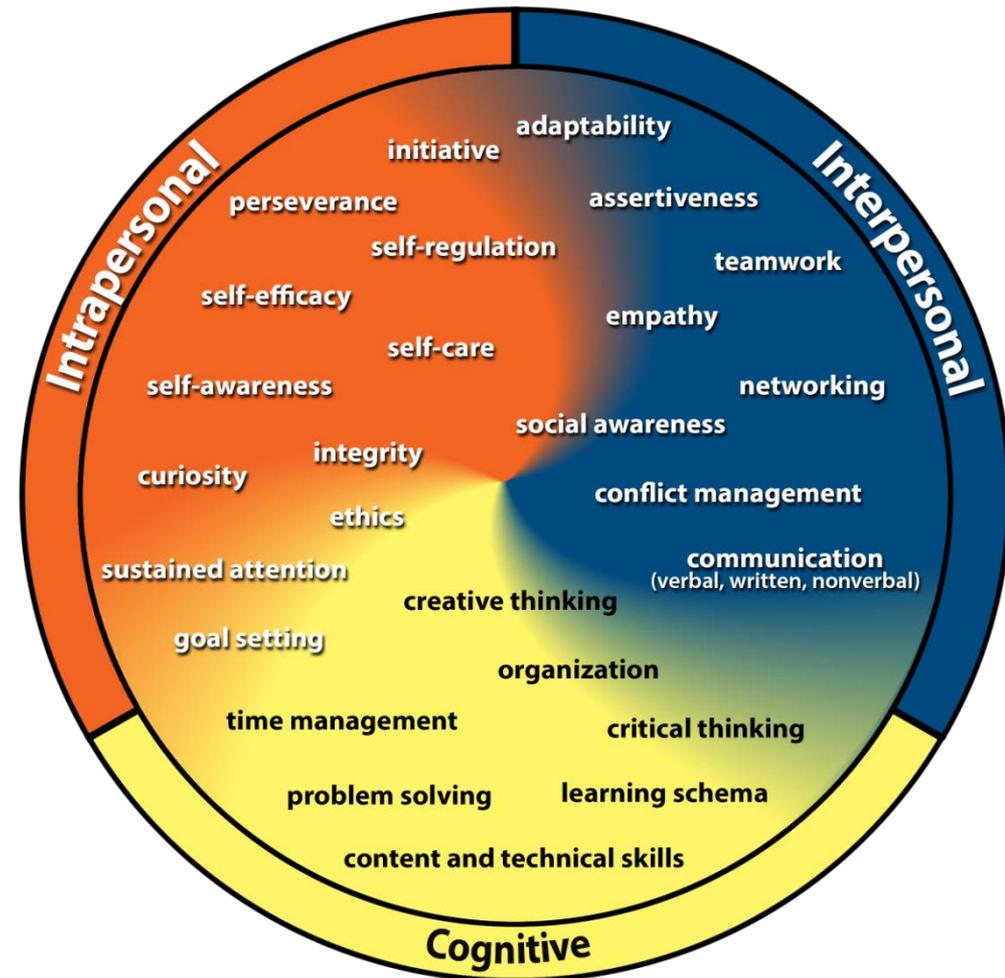
Thinking it through... Why is this important? How can it help you in your life?

Draw your example of self-regulation below!



# “Mini” Professional Development for Intrapersonal Competencies

- ➔
- Self-Efficacy
  - Self-Regulation



# Self-Efficacy Introduction Video



<https://www.youtube.com/watch?v=gEE45t0jepM&feature=youtu.be>

# Self-Efficacy

**Self-Efficacy** refers to perceptions an individual has about his/her capabilities to perform at an expected level and achieve goals or milestones. It is shown to influence academic motivation, learning, and achievement (Pajares, 1996; Schunk & Pajares, 2001).



**1** Ability can grow with effort!

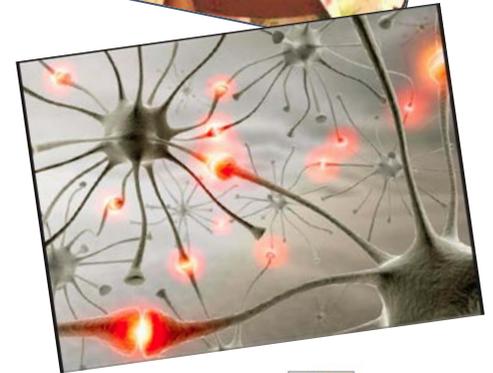
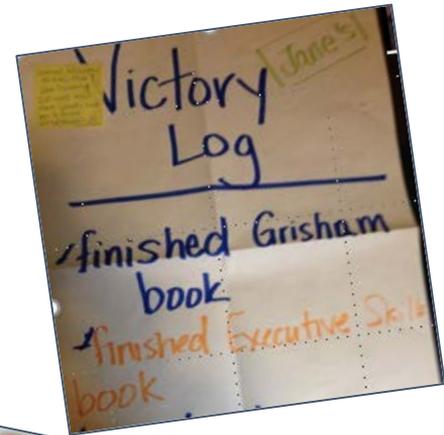


**2** Believe in your ability!

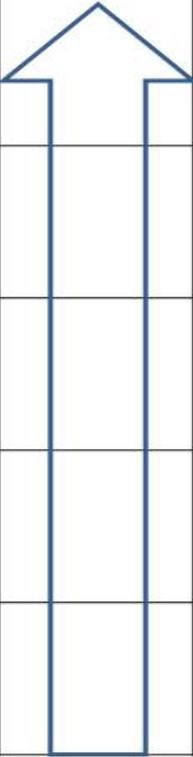


# Ideas to develop self-efficacy

1. Make a list of things you've done that are difficult, specific to a certain topic (e.g., math victory log).
2. Watch others do difficult things specific to a certain topic, then try it.
3. Show a picture of brain and neurons developing with effort.



# Document change in students' beliefs over time.

	I'm so confident - I could explain this to someone else!
	I can get to the right answer but I don't understand well enough to explain it yet.
	I understand some of this but I don't understand all of it yet.
	I tried hard and I listened but I am finding this challenging. I will make sure that I get help with this next lesson.
	I do not understand any of this yet. There are things I could do to be a better learner next lesson.

Material adapted from: Growth Mindset Maths. (n.d.). Retrieved December 16, 2015, from <http://www.growthmindsetmaths.com/>

## Self-Efficacy Questionnaire

Please **CHECK ONE** response that best describes you. Be honest, since the information will be used to help you in school and also help you become more prepared for college and careers. There are no right or wrong answers!

Student ID \_\_\_\_\_

Date \_\_\_\_\_

	Not very like me <span style="font-size: 1.2em;">→</span> Very like me				
	1	2	3	4	5
1. I can learn what is being taught in class this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can figure out anything if I try hard enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If I practiced every day, I could develop just about any skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Once I've decided to accomplish something that's important to me, I keep trying to accomplish it, even if it is harder than I thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am confident that I will achieve the goals that I set for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. When I'm struggling to accomplish something difficult, I focus on my progress instead of feeling discouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I will succeed in whatever career path I choose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I will succeed in whatever college major I choose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I believe hard work pays off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My ability grows with effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I believe that the brain can be developed like a muscle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I think that no matter who you are, you can significantly change your level of talent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I can change my basic level of ability considerably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gaumer Erickson, A.S., Soukup, J.H., Noonan, P.M., & McGurn, L. (2016). Self-Efficacy Questionnaire. Lawrence, KS: University of Kansas, Center for Research on Learning.

### Teacher use:

areas for growth,  
adjustments to instruction  
depending on student  
needs, documenting  
progress

### Student use:

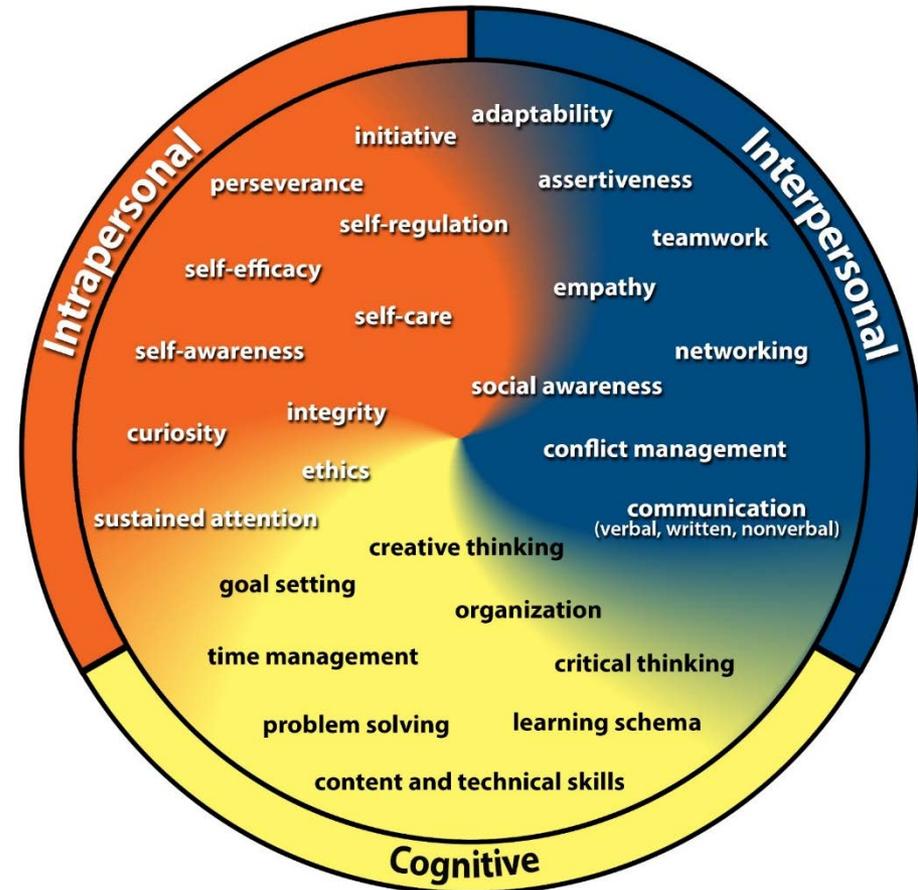
learning about their  
current competencies,  
setting goals,  
documenting progress

# Take a moment

- Review the self-efficacy padlet at [www.researchcollaboration.org](http://www.researchcollaboration.org): click on **CCC Framework**, find the list of self-efficacy resources (listed alphabetically under **Competency Resources**), and click on the padlet link.
- Talk to a neighbor about self-efficacy.
- Reflect on self-efficacy.
- Skim the self-efficacy Teacher Guide found in your packet.
- Take the self-efficacy Questionnaire on paper or online.
- How could you better develop students' self-efficacy?

# “Mini” Professional Development for Intrapersonal Competencies

- Self-Efficacy
- Self-Regulation



# Self-Regulation Introduction Video



<https://www.youtube.com/watch?v=8943KUoLTqs&feature=youtu.be>

# Self-Regulation



**1** Make a plan.



**2** Monitor your plan.

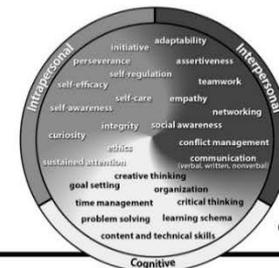


**3** Take control and make changes to your plan (if needed).



**4** Reflect on what worked.

**Self-Regulation** refers to proactively applying self-directive processes, cognitive behaviors, and emotions to attain goals and skills (Abar & Loken, 2010; Zimmerman, 2008).



## Things teens self-regulate:

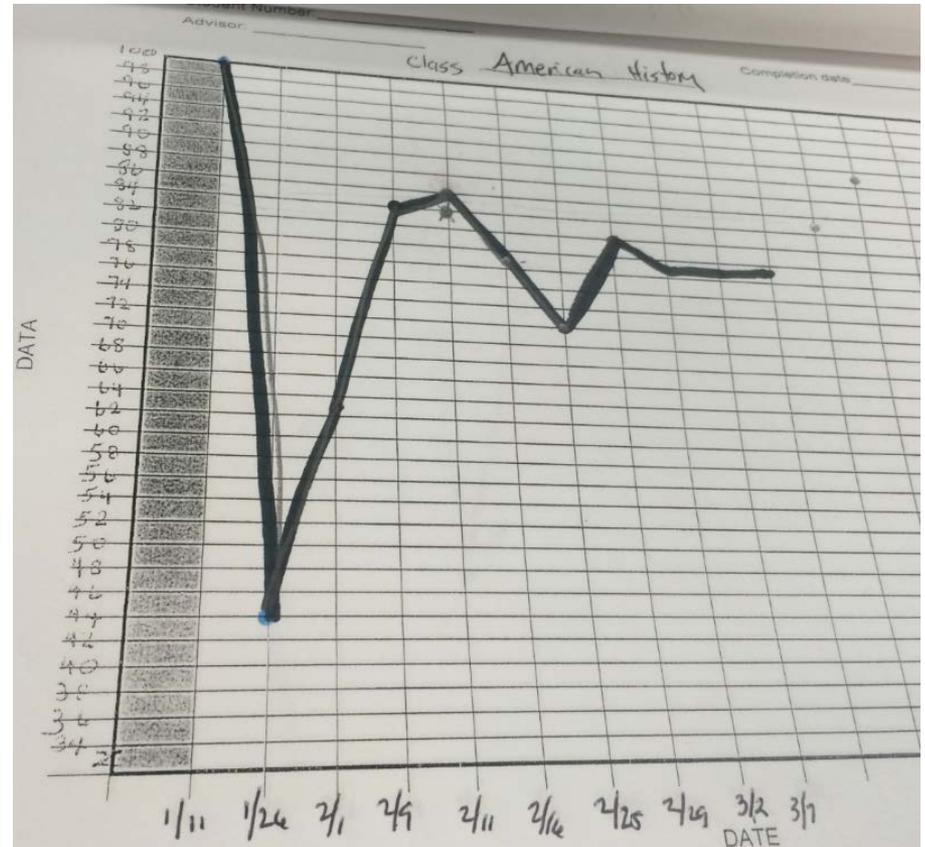
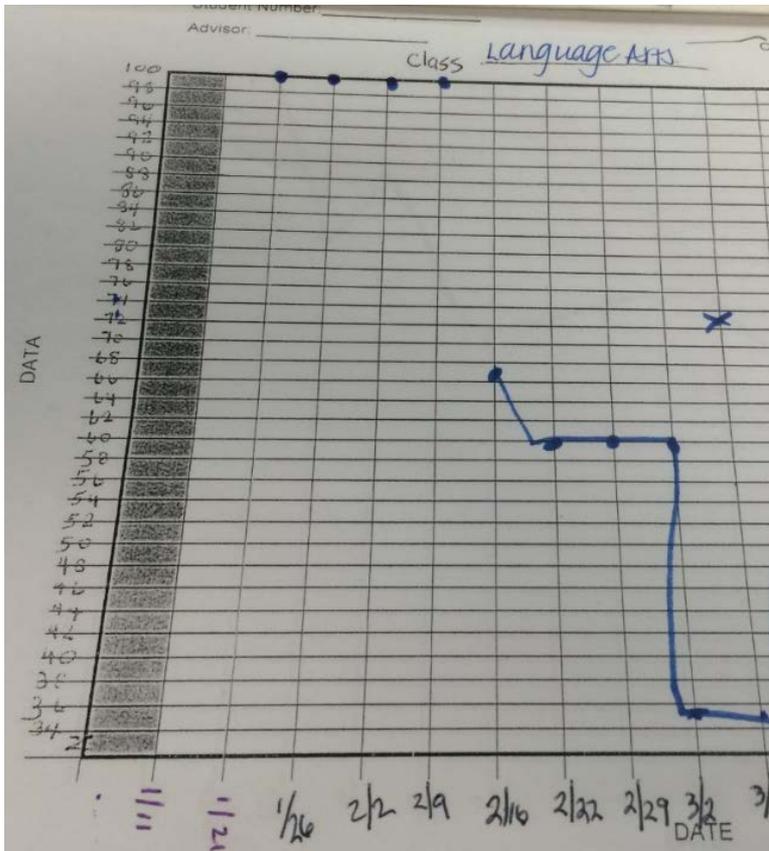
1. Paying attention
2. Time on electronics
3. Data plans
4. Sustained reading
5. Less Monster drink, drinking
6. Getting to school on time
7. Getting homework done
8. Returning back to work on time after breaks
9. Remembering stuff needed for school
10. Asking questions in class
11. Washing their work clothes for after school job
12. Actively listening
13. Time on task
14. How well do I understand this
15. Using specific strategies: read entire problem, directions, underline key words, check answer
16. Writing better essays

# **Current Reality: What is already in place?**

How are we currently helping students learn and practice self-regulation?

Consider each component.

# A Cautionary Tale



# Self-Regulation Opportunity

Teacher: *So, book report **due soon**?*

Student: *Yep, I **am going to** read 2 chapters a night.*

*3 days later...*

Teacher: ***How's the reading going?***

Student: ***Ok.** Read 2 chapters.*

Teacher: *Well, the report is due in 3 days and it is a 15 chapter book. **What are you going to do?***

Student: ***Not sure,** think I need to read 4 chapters a night.*

# Ideas to develop self-regulation

1. As a class, brainstorm things (in school, careers, recreation, independent living) that need to be self-regulated.
2. Model different ways to monitor your progress on a plan.
3. Teach students that in order to achieve a goal, sometimes the environment needs to change, sometimes the person needs to change, and sometimes both need to change.

<b>Ways to monitor work:</b>	<b>Things that might need to change in your plan:</b>
Reading progress chart	Peer accountability
Calendar reminder	Find a new place to read
Teacher check-in	Ask for more time
Journal about reading	Discuss what you've read

## Self-Regulation Questionnaire

Please **CHECK ONE** response that best describes you. Be honest, since the information will be used to help you in school and also help you become more prepared for college and careers. There are no right or wrong answers!

Student ID \_\_\_\_\_

Date \_\_\_\_\_

	Not very like me <span style="font-size: 2em;">→</span> Very like me				
	1	2	3	4	5
1. I plan out projects that I want to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If an important test is coming up, I create a study plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Before I do something fun, I consider all the things that I need to get done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can usually estimate how much time my homework will take to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have trouble making plans to help me reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I keep track of how my projects are going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know when I'm behind on a project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I track my progress for reaching my goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know what my grades are at any given time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Daily, I identify things I need to get done and track what gets done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have trouble remembering all the things I need to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I do what it takes to get my homework done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I make choices to help me succeed, even when they aren't the most fun right now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. As soon as I see things aren't going right, I want to do something about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I keep trying as many different possibilities as necessary to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I have difficulty maintaining my focus on projects that take a long time to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. When I get behind on my work, I often give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I think about how well I'm doing on my assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I feel a sense of accomplishment when I get everything done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I think about how well I've done in the past when I set new goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. When I fail at something, I try to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I keep making the same mistakes over and over again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gaumer Erickson, A.S., Soukup, J.H., Noonan, P.M., & McGurn, L. (2015). Self-Regulation Questionnaire. Lawrence, KS: University of Kansas, Center for Research on Learning.

### Teacher use:

areas for growth,  
adjustments to instruction  
depending on student  
needs, documenting  
progress

### Student use:

learning about their  
current competencies,  
setting goals,  
documenting progress

# Take a moment

- Review the self-regulation padlet at [www.researchcollaboration.org](http://www.researchcollaboration.org): click on **CCC Framework**, find the list of self-regulation resources (listed alphabetically under **Competency Resources**), and click on the padlet link.
- Talk to a neighbor about self-regulation.
- Reflect on self-regulation.
- Skim the self-regulation Teacher Guide found in your packet.
- Take the self-regulation Questionnaire on paper or online.
- How could you better develop students' self-regulation?

# Summary of Implementation Issues

- Competency development isn't absorbed; **it's learned**.
- Like learning anything else, it takes **practice over time**.
- While relatively simple to define, competencies are **complex** to teach and learn.
- Competencies are addressed in school, but not typically in a **systematic way** for **all** students.
- Students will not increase their competency through a single lesson, video, or one-time event.

# Planning and Coaching Time

- Think about a lesson that you will teach during a typical class or interaction with students.
- Pick self-efficacy or self-regulation as a competency you think could benefit a majority of students in your class. Be ready to say why you chose this competency.

# Instructional Plan Form Options

## (Found in Packet)

- My Plan for CCC Instruction (Worksheet)
- Initial, Guided, and Independent In Your Class
- CCC Instructional Ideas Cheat Sheet

My Plan for College and Career Competency Instruction (Worksheet)	
Target CCC: _____	
Name: _____	School: _____
<b>Setting</b> e.g., Biology class, guidance counseling, extracurricular activity	
<b>Learners</b> e.g., grade level, class, a team, an extracurricular group	
<b>Essential Components</b> Note: these can be found in the teacher guide and poster	
<b>Anticipatory set (optional)</b> How will you communicate the purpose and activate the learners' existing knowledge related to the CCC?	
<b>Initial Instruction (I do)</b> How will you teach the definition and essential components of the CCC?	
<b>Practice with Feedback (We do and You do)</b> What will you do with learners as a group to practice the CCC, what will students do individually to practice the CCC? How will you provide ongoing feedback on all components of the competency?	
<b>Reinforcement</b> Outside of instruction, assignments, and activities, how will you strengthen students' understanding and demonstration of components?	
<b>Materials and Resources</b> What materials and resources will you need to make this happen?	
<b>Questionnaire</b> What date will learners complete the competency questionnaire? What will you do to introduce the questionnaire? How will you make sure that students understand their results?	

CCC "In Your Class" Activity
<i>Directions: Describe how you could provide instruction for an interpersonal or intrapersonal competency to one or more students within a specific content area or task (e.g., math class or reading a novel). Imagine ways that you could teach students through instruction, guided practice, and independent practice, addressing the components.</i>
Name: _____ School: _____ Content Area or Setting: _____
Competency and Essential Components:
<b>Initial Instruction:</b> How will you explain or illustrate the competency definition, its overall importance, and the essential components related to the students' context? Describe set of activities/materials.
<b>Guided Practice:</b> How will you provide opportunities for students to practice and demonstrate the competency? How will you support and provide feedback to students as they practice and reflect? Describe set of activities/materials.
<b>Independent Practice:</b> How will you reinforce the competency and support students as they individually work on the competency? Describe set of activities/materials.

Target College and Career Competency (CCC) _____	
Essential Components:	
<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	
Ideas to provide initial instruction & guided practice on essential components:	
<p>____ I have explained <b>why</b> the CCC is important to what we are learning and to college and careers, and <b>how</b> to be better at it.</p> <p>____ <b>Students</b> have practiced the CCC essential components over time.</p> <p>____ I provided feedback to students on their performance/skill/demonstration of each essential component.</p>	

# Planning and Coaching Time

- Begin the process of intentionally developing the essential components for a specific competency in your classroom or your interactions with students.
- Form groups based on the competency you chose and discuss **ways** to include competency instruction as part of your lessons or interactions with students. Feel free to revise your drafted plans.

**How could I share this CCC  
information with other  
school staff?**

# Competency Resources



<http://www.researchcollaboration.org/page/CCCFramework>

## Newsletter

Welcome to the first College and Career Competency Framework newsletter from Research Collaboration at the University of Kansas! The purpose of this communication is to keep school teams who have participated in College and Career Competency (CCC) Framework projects and those who are interested in the CCC Framework informed of current resources and best practices.

The CCC Framework develops intrapersonal and interpersonal college and career competencies (CCCs) for all students through:

- Collaboration between all stakeholders (e.g., administrators, general and special educators, counselors, service providers, families, etc.),
- Multi-tiered instruction and intervention, focusing specifically at the Tier 1, school-wide level, and
- Effective use of data to inform instruction.

### *Instructional Ideas for Intra- and Interpersonal Competencies*

**UPDATED** competency resources are [HERE!](#) Based on the most current research, we've updated the College and Career Competency Wheel, as well as competency-specific teacher guides, videos, instructional idea Padlets, and student-friendly posters.



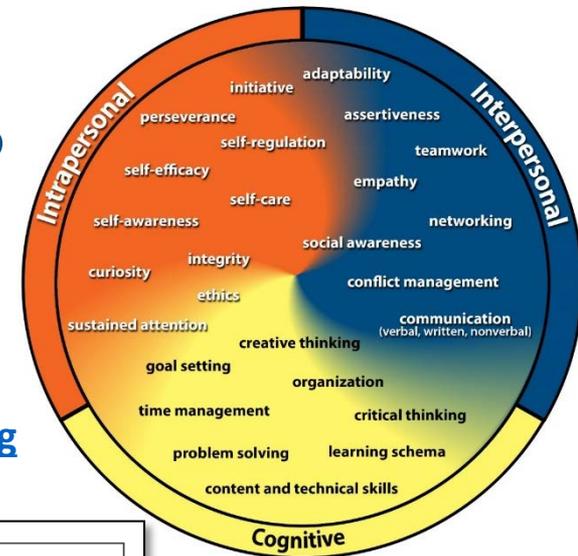
### *College and Career Competencies "In the News"*

A recent article from Education Week (June 30, 2015) titled [Survey Suggests Social and Emotional Learning Has Staked a Claim in Schools](#) states that social and emotional learning (i.e., intra- and interpersonal competencies) continues to be valued by school professionals, even amid traditional curriculum pressures. The article also emphasizes that instruction on social and emotional learning is necessary school-wide rather than being reserved for one-time lessons or specific programs targeting only certain students. This is a great article to encourage others in your school to be involved in this work, emphasizing a systematic and SCHOOL-WIDE approach!

<http://arizonatransition.org> (click on **Resources** on the left navigation menu)

<http://researchcollaboration.org>  
(click on **CCC Framework**)

Competency Resources	Questionnaires
<b>Adaptability</b> PDF: Teacher Guide Link: Adaptability Padlet (resources)	<b>Competency Formative Questionnaires</b> CCC Student Competency Questionnaires How-To Video for Online Questionnaires  <b>Competency Needs Assessment</b> CCC Needs Assessment
<b>Assertiveness</b> Video: Introduction to Assertiveness PDF: Teacher Guide Link: Assertiveness Padlet (resources) PDF: Questionnaire PDF: Assertiveness Poster	<b>Parent Resources</b> 10 Ways to Prepare Your Teens for College & Work: A Guide for Families 10 Ways to Build Intrapersonal Competencies with Your Teen: A Guide for Parents 10 Ways to Build Interpersonal Competencies with Your Teen: A Guide for Parents
<b>Communication</b> PDF: Teacher Guide Link: Communication Padlet (resources)	<b>Framework Resources</b> CCC Framework Video, Guided Notes & Discussion Guide MTII Video, Guided Notes, and Discussion Guide
<b>Conflict Management</b> Video: Introduction to Conflict Management PDF: Teacher Guide Link: Conflict Management Padlet (resources) PDF: Questionnaire PDF: Conflict Management Styles Assessment PDF: Conflict Management Poster	
<b>Creative Thinking</b> PDF: Teacher Guide Link: Creative Thinking Padlet (resources)	
<b>Curiosity</b> PDF: Teacher Guide Link: Curiosity Padlet (resources)	
<b>Empathy</b> Video: Introduction to Empathy PDF: Teacher Guide PDF: Empathy Poster PDF: Questionnaire Link: Empathy Padlet (resources)	
<b>Goal Setting</b> Video: Introduction to Goal Setting PDF: Teacher Guide Link: Goal Setting Padlet (resources) PDF: Questionnaire PDF: Goal Setting Poster	



# Apply for CCCTT

If you are interested in learning more or applying for the 17-19 CCCTT cohort, please contact Jeannette Zemeida, Administrative Assistant, Arizona Department of Education at [Jeannette.Zemeida@azed.gov](mailto:Jeannette.Zemeida@azed.gov).

Or, feel free to contact Jane Soukup at [jsoukup@ku.edu](mailto:jsoukup@ku.edu).

**Thank You,**

**Research Collaboration**