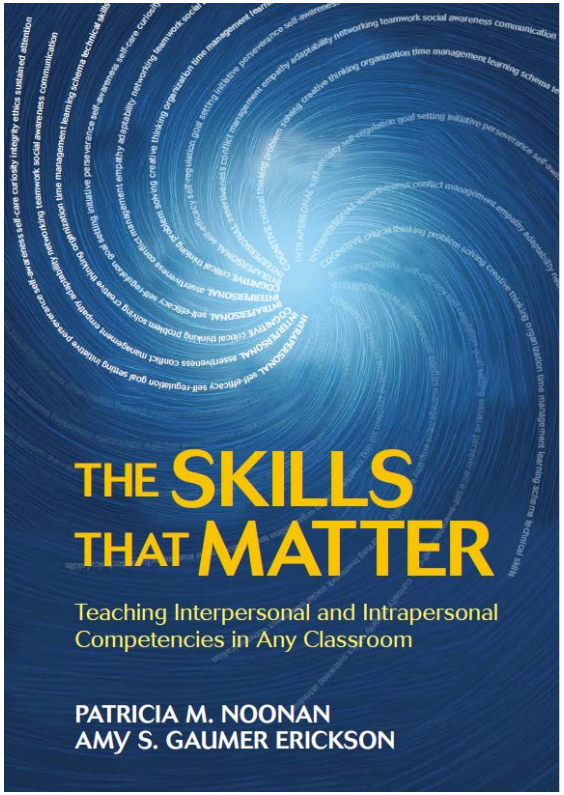
The Skills that Matter: Teaching Interpersonal and Intrapersonal Competencies in Any Classroom

http://CCCFramework.org



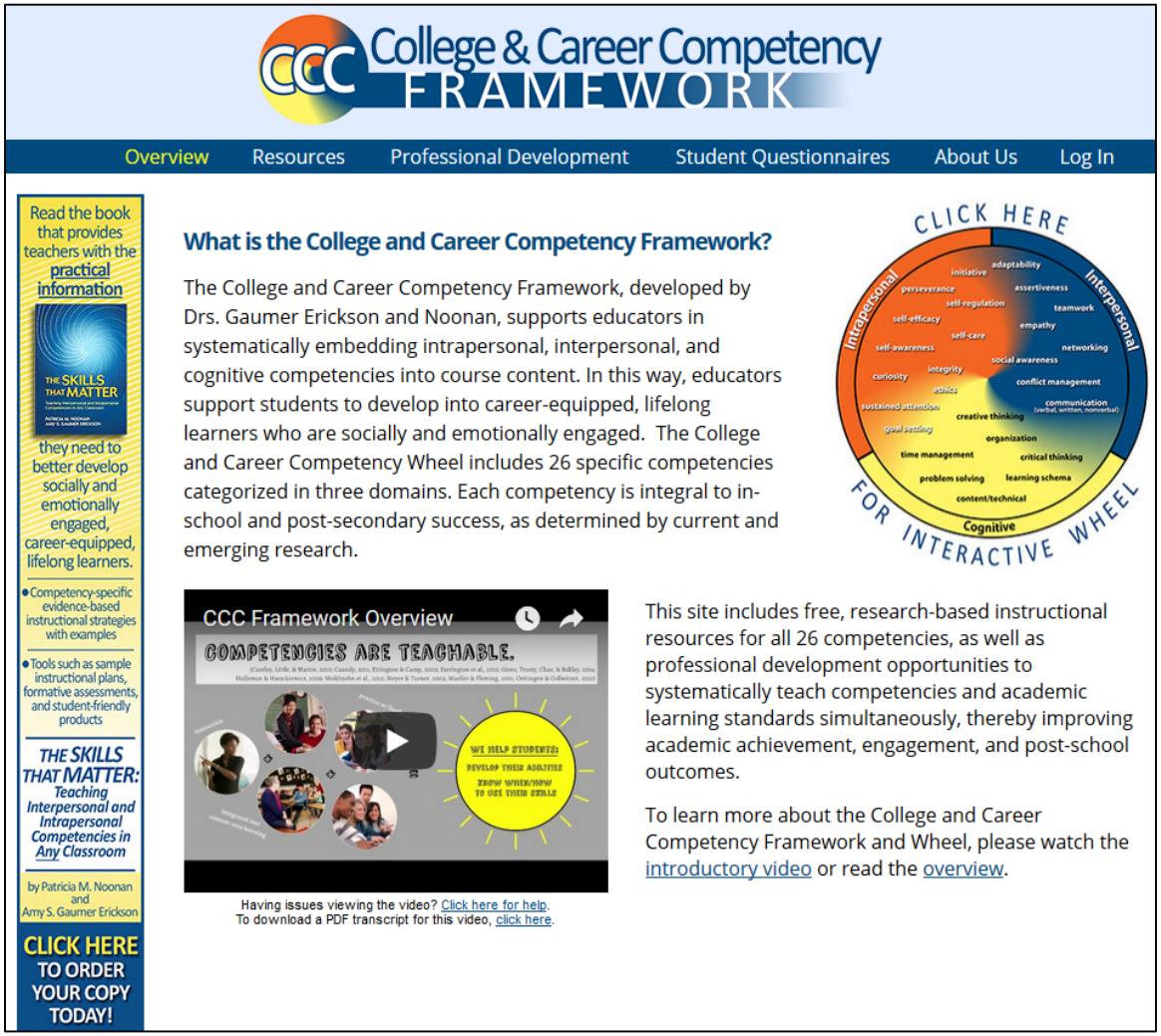
Contact us with any questions you have about the *College & Career Competency Framework*.

Amy Gaumer Erickson, Ph.D.
agaumer@ku.edu

Pattie Noonan, Ph.D.
pnoonan@ku.edu

KSCCC College & Career Competency FRAMEWORK

Who we are, our work, and our mission



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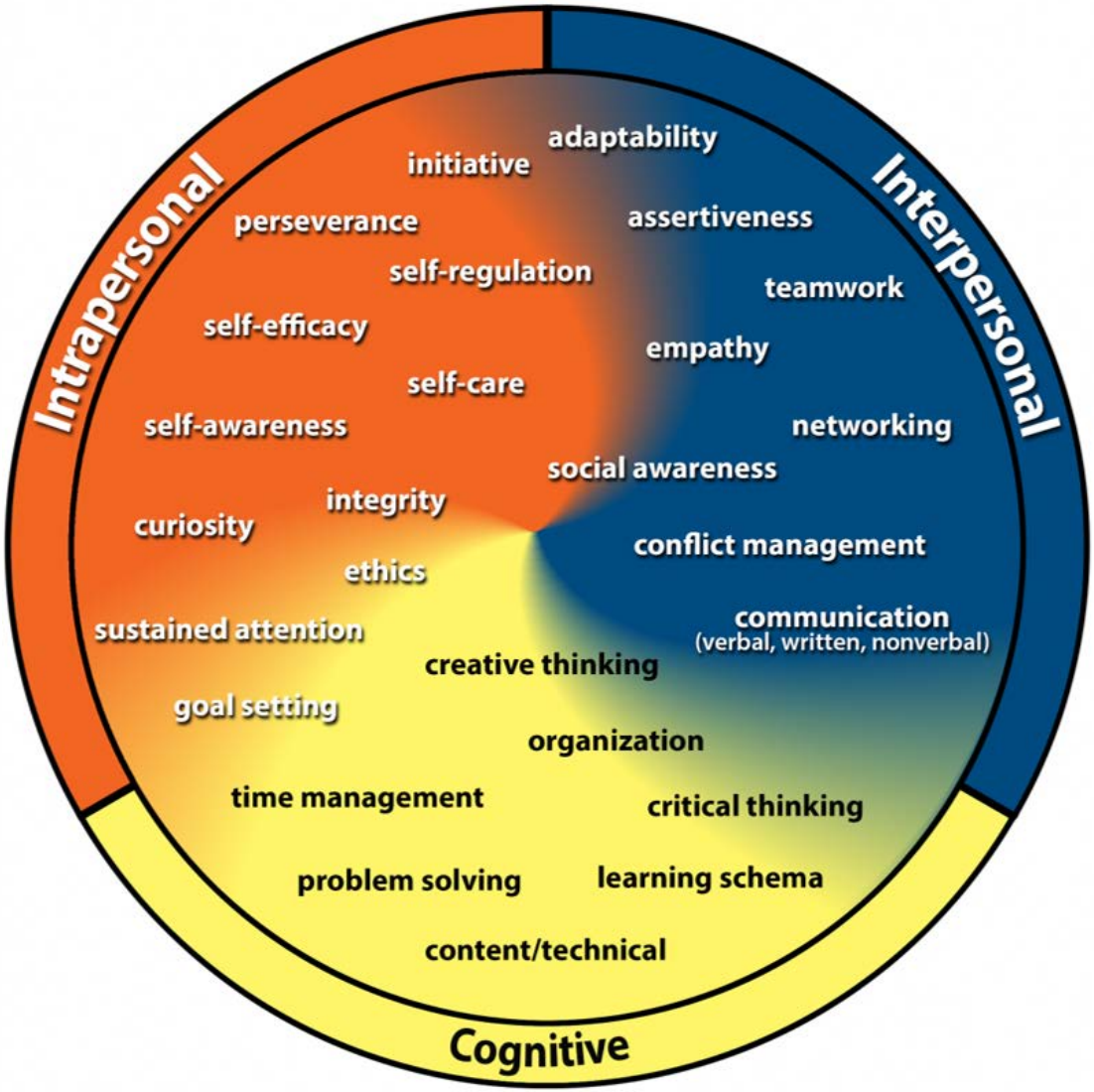
http://CCCFramework.org

Today's Learning Targets

1. I can explain the *College and Career Competency (CCC) Framework* to a colleague.
2. I can describe the *College and Career Competency (CCC) Implementation Roadmap* and identify features from the ***Exploration*** and ***Installation*** stages.
3. I have begun to explore outcomes and instructional strategies to teach and provide opportunities for students to practice specific competencies.
4. I know how to access a plethora of free resources on interpersonal and intrapersonal competencies.

College & Career Competency Wheel



Thinking about your career path, which three competencies had the greatest impact?

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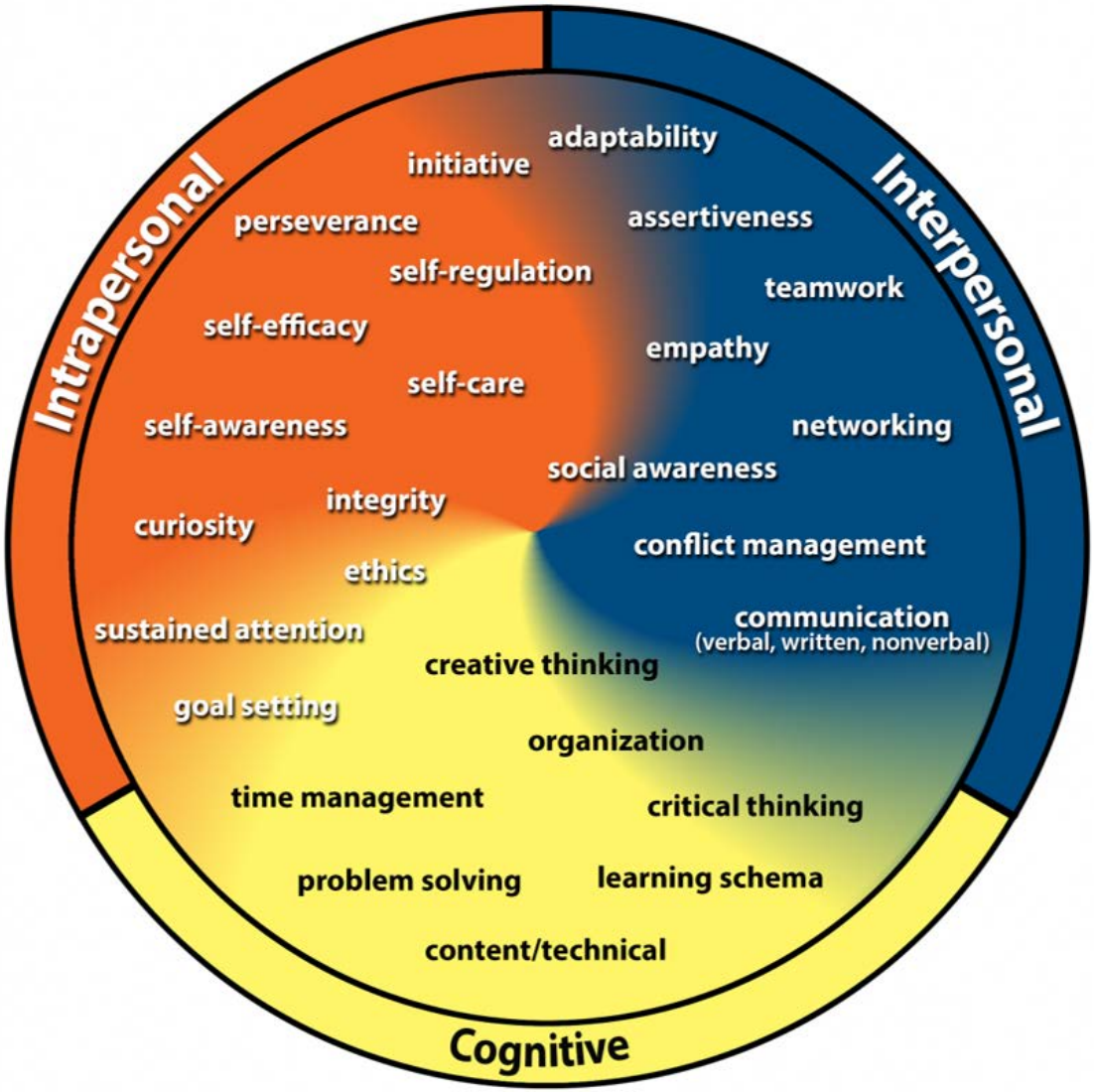
College & Career Competency Wheel



Which competencies would you like your students to further develop?

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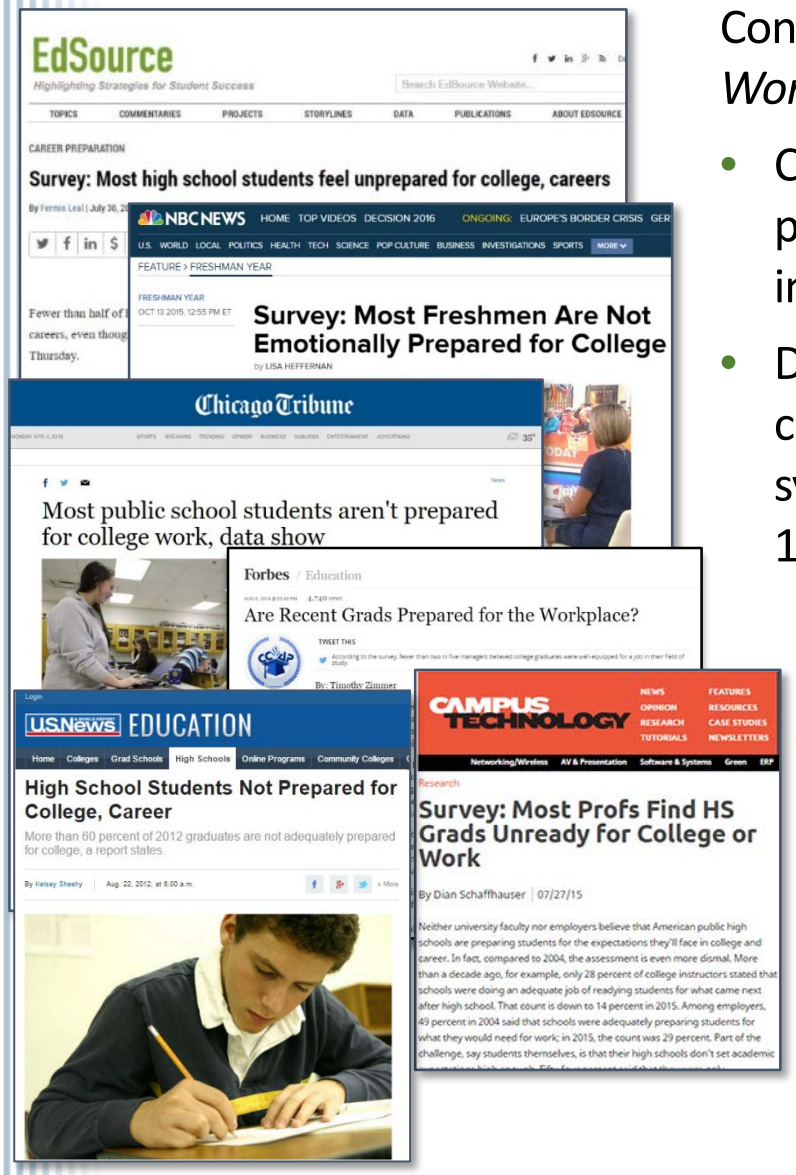
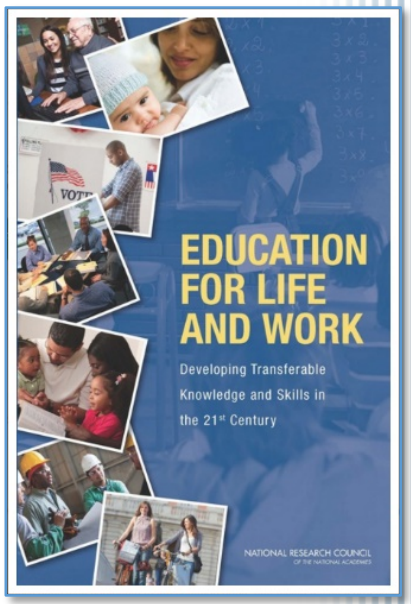
Need for Competencies



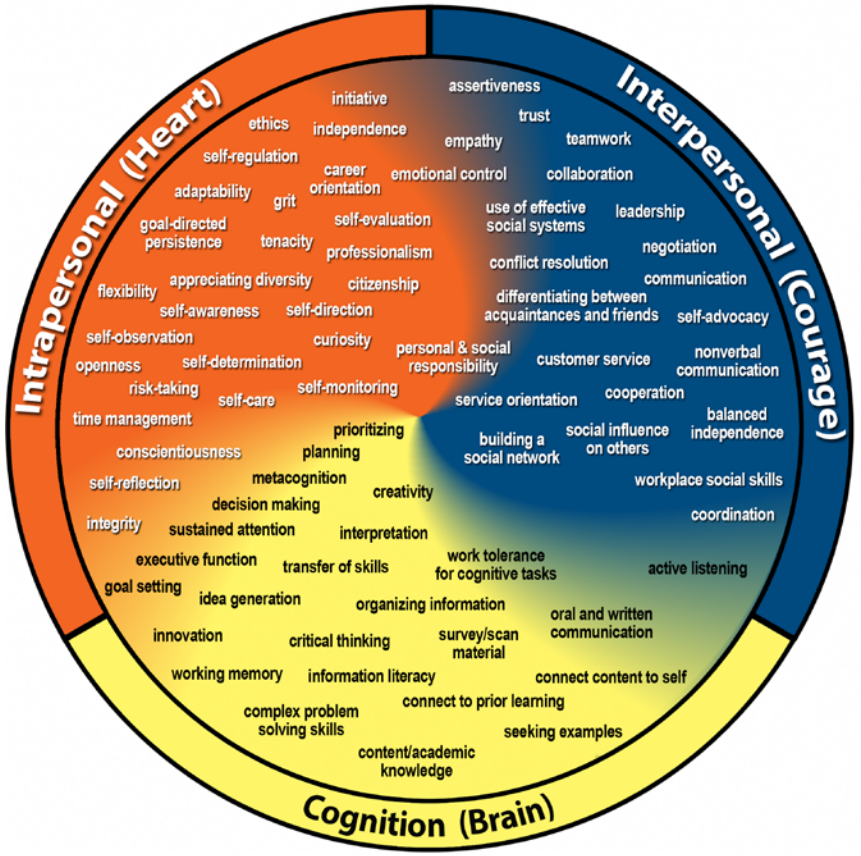
Conclusion from Pellegrino's *Education for Life and Work* (National Academy of Sciences, 2012):

- 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)



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*

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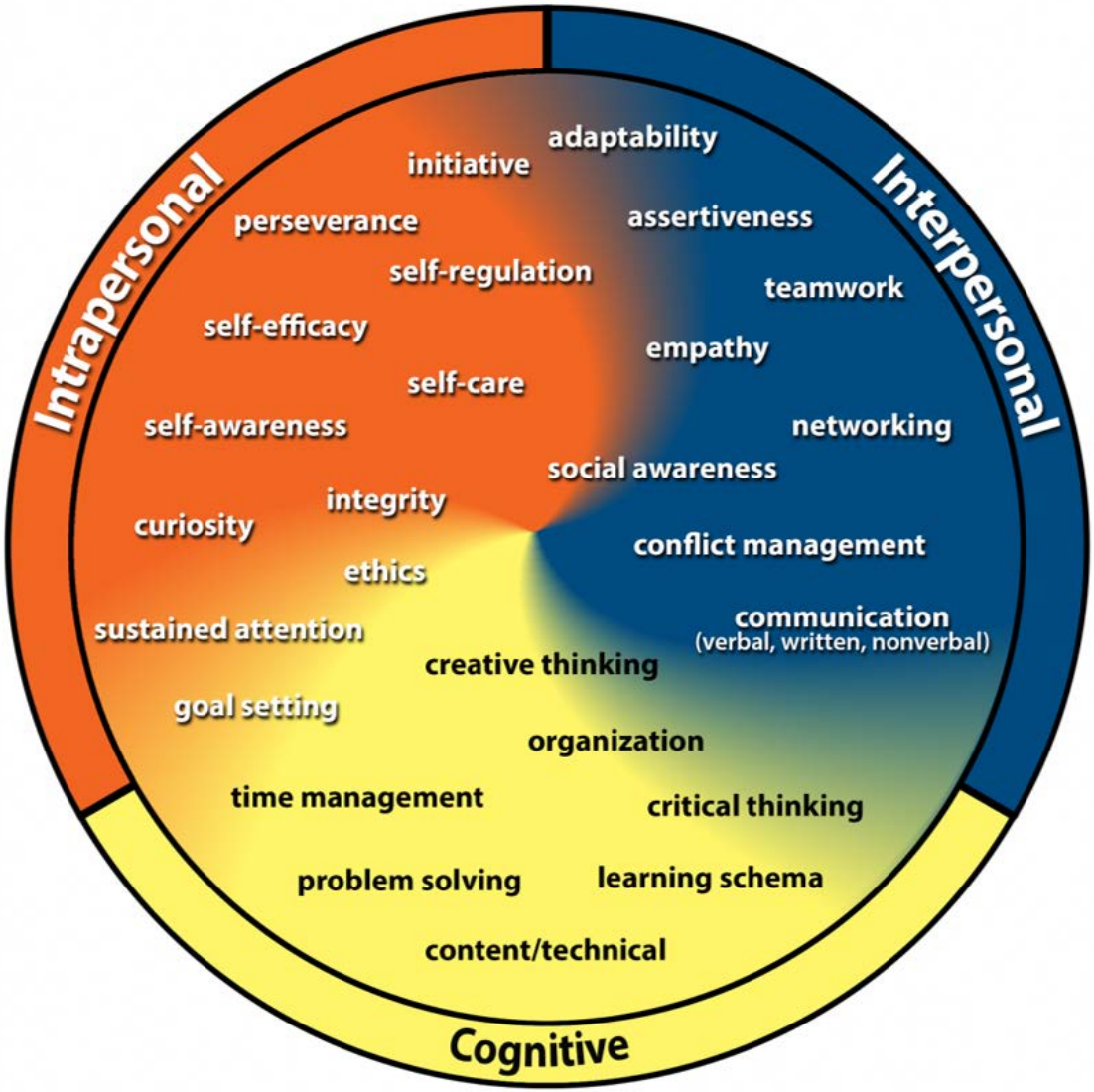
College & Career Competency Wheel



Which competencies make a good leader?

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Needs Assessment

Questionnaire

Research Collaboration

College and Career Competency (CCC) Framework Needs Assessment

Name: _____ **Student ID#:** _____

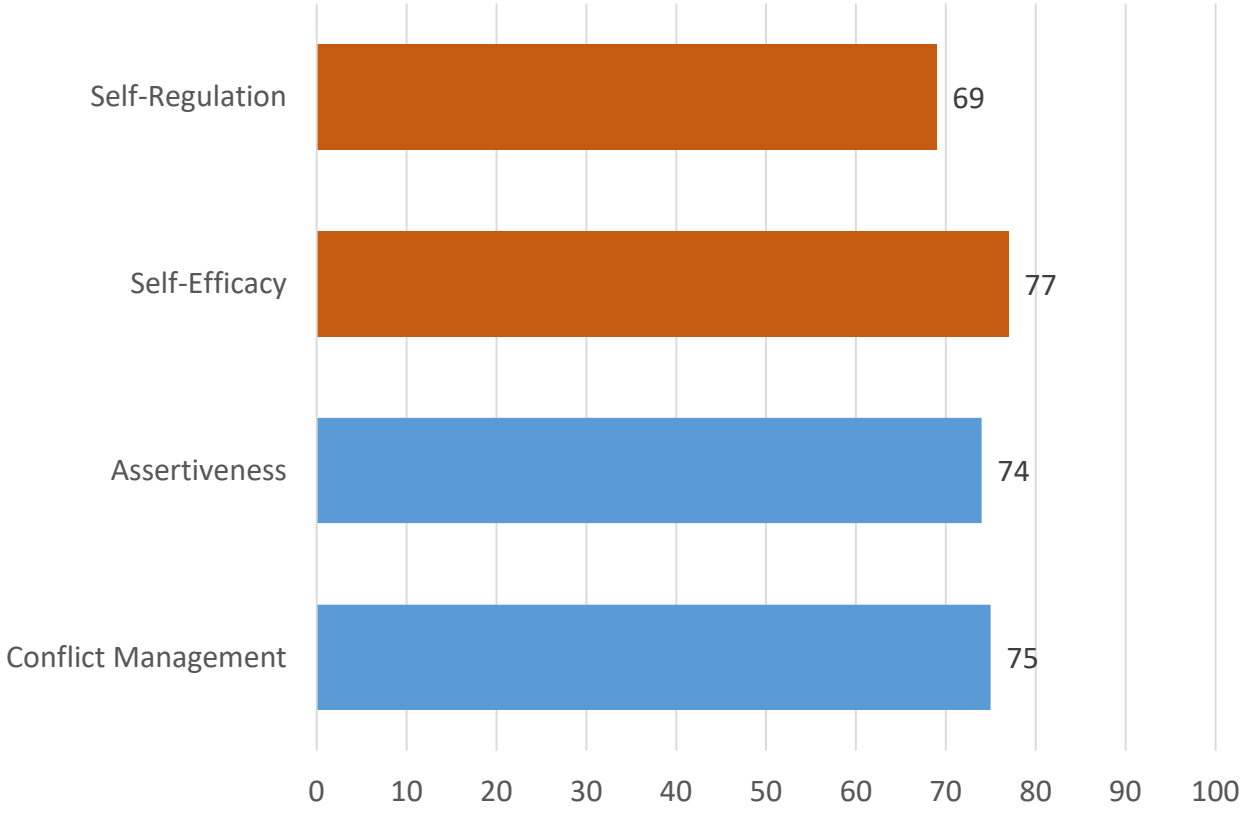
Directions: Success in college and careers depends on more than just good grades. There are many other important skills that are also important for day-to-day opportunities and challenges. Some of these skills and their definitions are listed below. As you read each definition, think about your recent experiences, both in and out of school. Check the box that best describes your skills. Please respond accurately since the information will be used to help you become more prepared for college and careers.

Skill/Competency	What is it?	Not very like me → Very like me 1	2	3	4	5
Curiosity	Seeking information to fill knowledge gaps, and welcoming new experiences.	☐	☐	☐	☐	☐
Initiative	Taking action without having to be told.	☐	☐	☐	☐	☐
Integrity	Behaving according to principles you believe in such as trust, honesty, respect, or justice.	☐	☐	☐	☐	☐
Perseverance	Continuing to work on challenging tasks and goals over time, even when it's tough.	☐	☐	☐	☐	☐
Self-Awareness	Reflecting on experiences to understand your strengths, interests, and challenges and then using that knowledge about yourself.	☐	☐	☐	☐	☐
Self-Care	Understanding things that impact health and taking action to stay physically and mentally healthy.	☐	☐	☐	☐	☐
Self-Efficacy	Believing in your ability to accomplish challenging tasks and that your ability can grow with effort.	☐	☐	☐	☐	☐
Self-Regulation	Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked.	☐	☐	☐	☐	☐

Which competency should I teach?

Needs Assessment (http://CCCFramework.org)

2017 data from 1493 students



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Launching a Questionnaire

College and Career Competency Student Questionnaires

This companion site to **www.cccframework.org** was developed to support educators to easily launch, collect, and analyze data from the *College and Career Competency Framework Needs Assessment* and Competency-Specific Formative Questionnaires. These questionnaires help students better understand both their strengths and areas for improvement related to intrapersonal and interpersonal competencies, as well as provide educators with data to inform instruction and supports.

The following questionnaires are currently available:

- College and Career Competency Framework Needs Assessment
- Assertiveness Formative Questionnaire
- Conflict Management Formative Questionnaire
- Empathy Formative Questionnaire
- Goal Setting Formative Questionnaire
- Networking Formative Questionnaire
- Self-Efficacy Formative Questionnaire
- Self-Regulation Formative Questionnaire

By creating a login, you will be directed to the *My Portfolio* page, where you will be able to choose and launch questionnaires to groups of students so that they can better understand their development of these skills. Additionally, as the questionnaire administrator, you will receive summarized results by domain in real time so that you can customize instruction to meet students` needs.

After completing a questionnaire, students will see their own results, helping them to reflect on how proficient they are at various components of a competency.

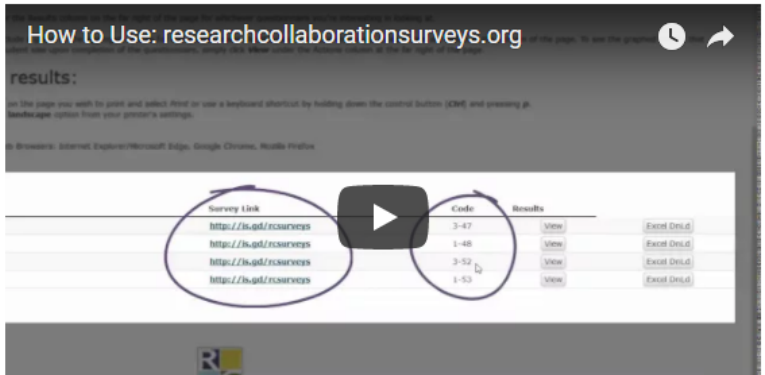
How to Administer the Questionnaires to Students

In *My Portfolio*, after you select a questionnaire and assign it a unique name you will be given a unique web link and short code. Provide students with the link and the code.

Some things to know:

- Students do not need an account to complete questionnaires, only a unique student ID and the link/code generated for each questionnaire you create.
- Emphasize to students that this questionnaire is for them to improve their understanding about the competency, and it will not be used for a grade.
- The questionnaires are each 13-22 items, and should take students approximately 5-8 minutes to complete.
- Students receive results immediately upon completion of the questionnaire, at which point they can print their scores or take a screen shot.
- You will have access in *My Portfolio* to summarized results as well as a table of individual student results.

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

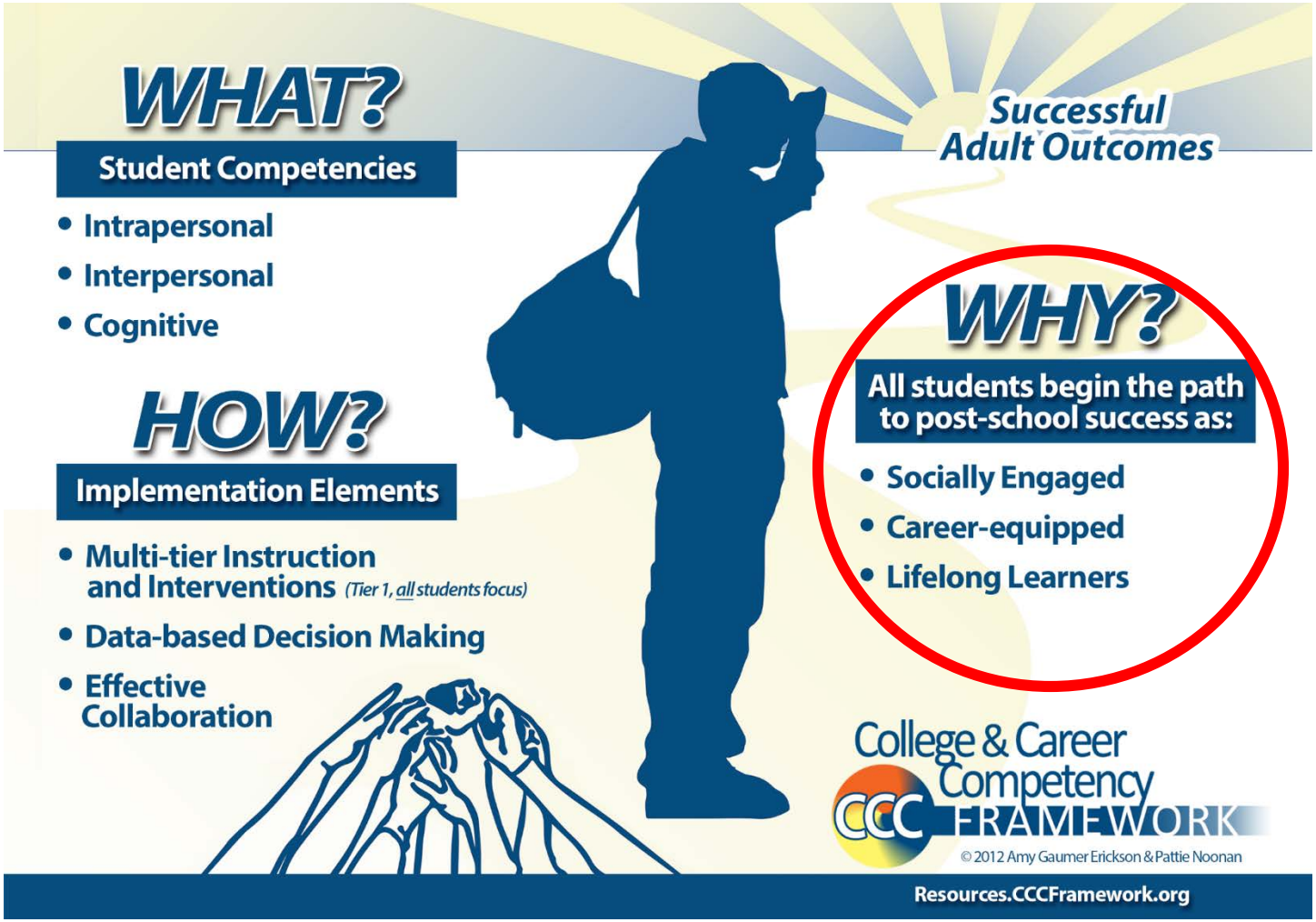


Systematic Instruction & Application

- The competencies are not new.
- Educators are already supporting students to learn many of the competencies.
- School initiatives support development of many of the competencies.

The Challenge: Systematically providing instruction and application of the competencies for all students, focusing on the aspects that current research has identified as most important.

The *College and Career Competency (CCC) Framework*



Gaumer Erickson, A.S. & Noonan, P.M. (2012). College and Career Competency Framework. Lawrence KS: University of Kansas, Center for Research on Learning.

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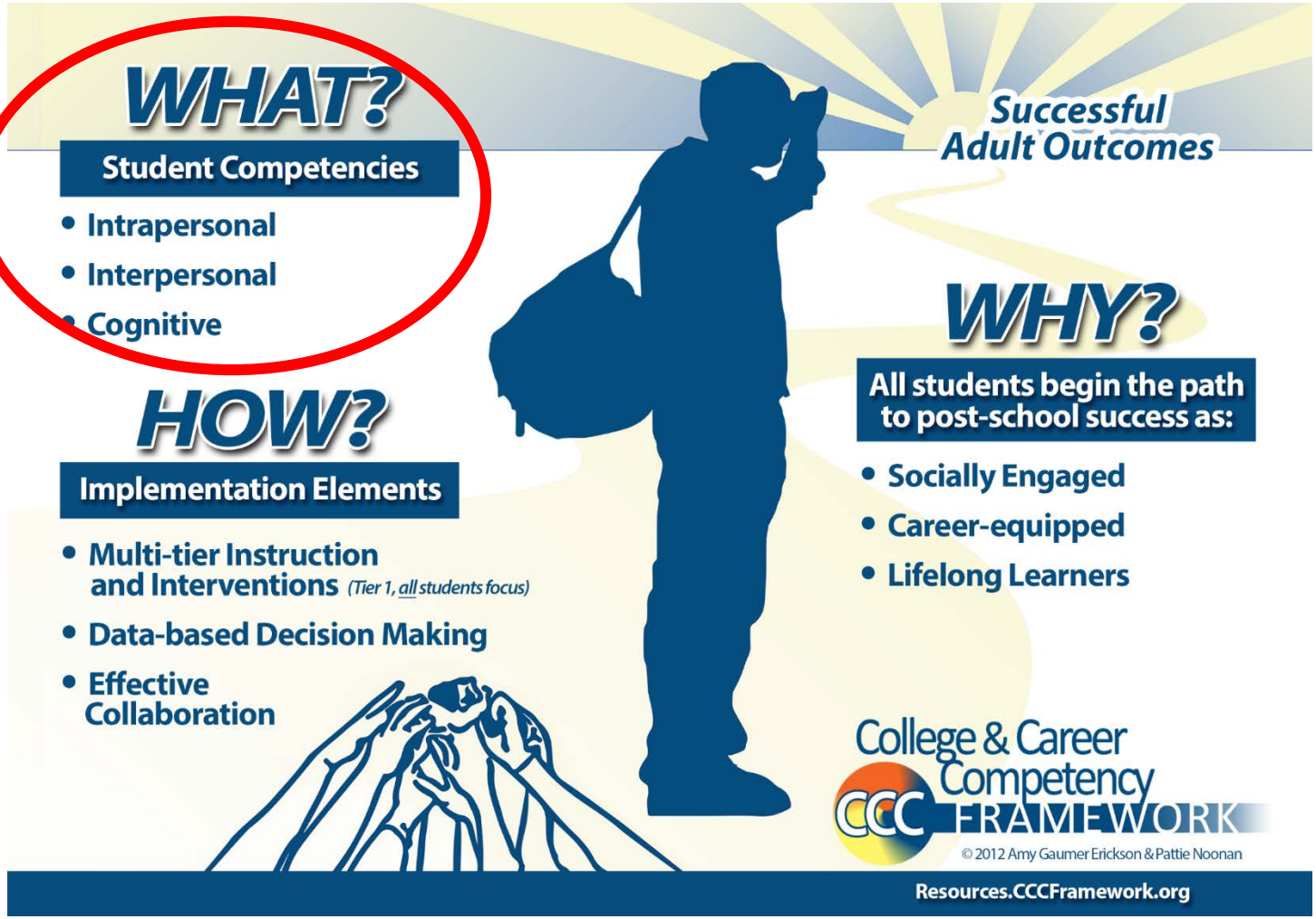
The *College and Career Competency (CCC) Framework*



Gaumer Erickson, A.S. & Noonan, P.M. (2012). College and Career Competency Framework. Lawrence KS: University of Kansas, Center for Research on Learning.

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Why focus on…

COGNITIVE competencies	INTERPERSONAL competencies	INTRAPERSONAL competencies
• Effectively solve real-life problems. • Understand more course content and retain more information. • Generalize information to apply in multiple contexts.	• Better physical and mental wellness and social functioning. • Improved school attendance. • Feel more engaged in school. • Spend more time studying. • Higher employment rates. • Earn better grades and achievement scores. • Better able to effectively overcome stressors.	• Sustain attention in class better. • Improved retention of subject matter. • Earn higher salaries and advance further in careers. • Better able to avoid drug use. • Reduced bullying and victimization.
(Brewer, 2000; Chang, Wu, Weng, & Sung, 2012; English & Sriraman, 2010; Kuo, Hwang, & Lee, 2012).	(Davidson & Demaray, 2007; Malecki & Demaray, 2002; Opengart, 2007; Rosenfeld, Richman, & Bowen, 2000; Sabo, Miller, Melnick, Farrell, & Barnes, 2005; Schwab, 2013).	(Dignath, Buettner, & Langfeldt, 2008; Duckworth, Peterson, Matthews, & Kelly, 2007; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Eskreis-Winkler, Shulman, Beal, & Duckworth, 2014; Nota, Soresi, & Zimmerman, 2004; Ursache, Blair, & Raver, 2012).

Can the competencies be taught?

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

(Cantley, Little, & Martin, 2010; Cassidy, 2011; Ettington & Camp, 2002; Farrington et al., 2012; Grote, Trusty, Chae, & Bakley, 2014; Hulleman & Harackiewicz, 2009; Meiklejohn et al., 2012; Meyer & Turner, 2002; Mueller & Fleming, 2001; Oettingen & Gollwitzer, 2010)

Instructional Process

- Identify and explore a competency & essential components.
- Develop a 2-3 week instructional plan to embed competency instruction into course content.
- Implement competency instruction, including ongoing practice for all the components.
- Analyze impact. Reflect, refine, and extend competency instruction. Deliberately practice the competency at least quarterly.
- Reinforce the competency across multiple settings.

Moving from Skill to Competency

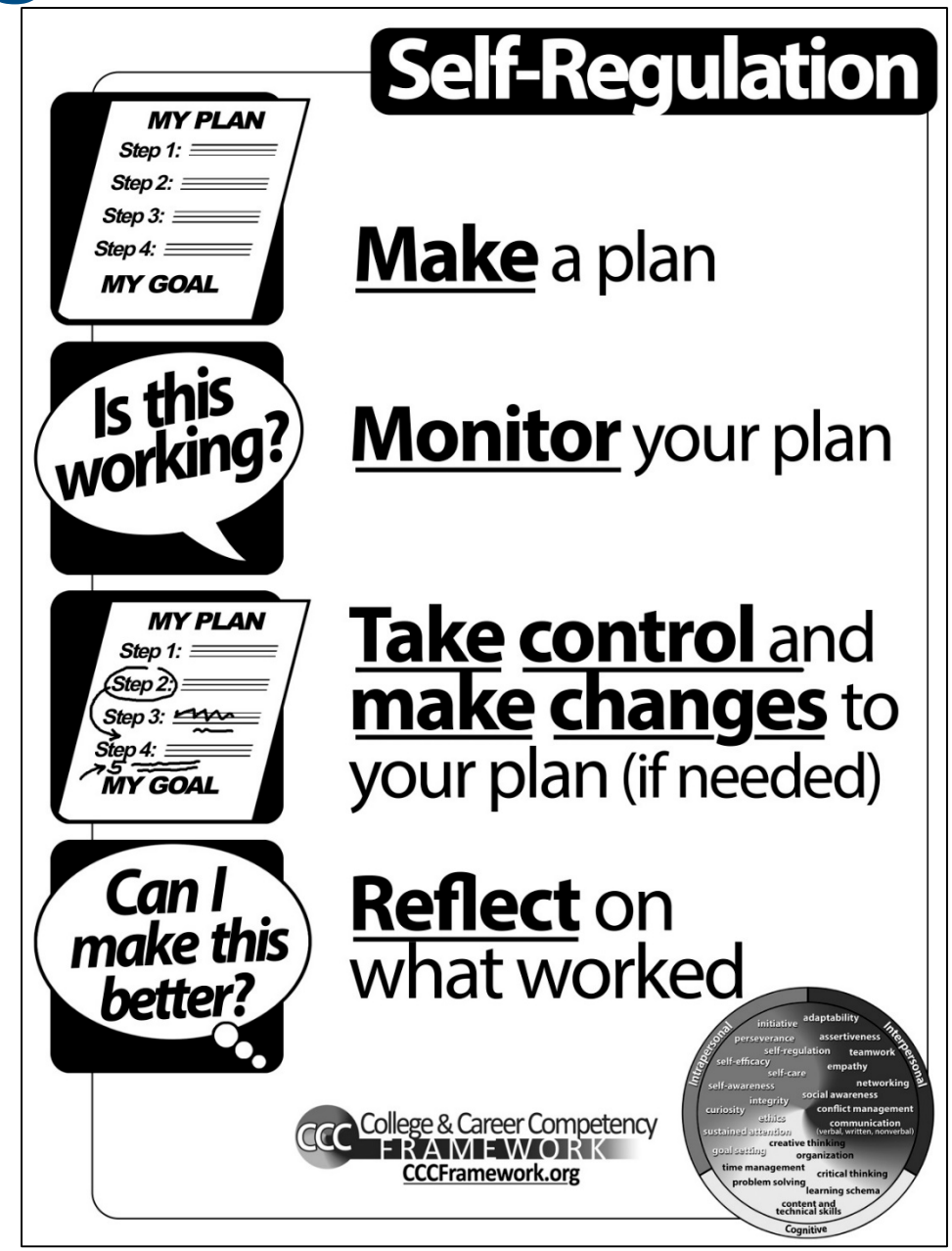
College & Career Competency Development

1. Provide instruction that facilitates **students' understanding** of the competency and components.
2. Guide students to determine how the competency **applies to them personally**. (e.g., in school, relationships, career, college)
3. Facilitate **students' reflection** on their strengths and challenges related to the competency components.
4. **Students practice** the competency, including each component, over time.
5. Provide **feedback to students** throughout their practice of the competency components.
6. Facilitate **students' reflection** on their development of competency components.

Self-Regulation Poster

Self-Regulation

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



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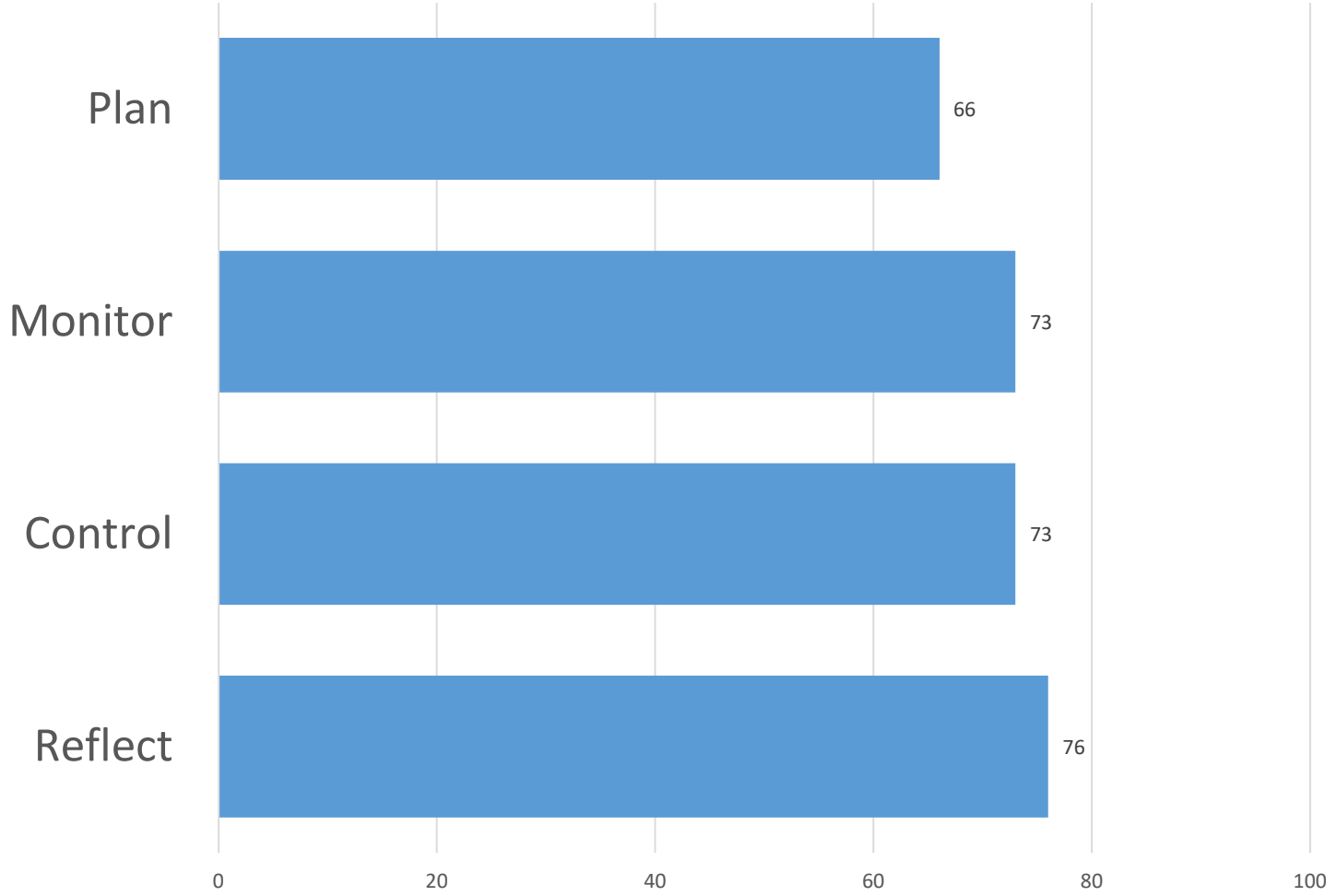
save money
eat healthier
exercise more
drink more water

Self-Regulation Questionnaire Results (5543 students)



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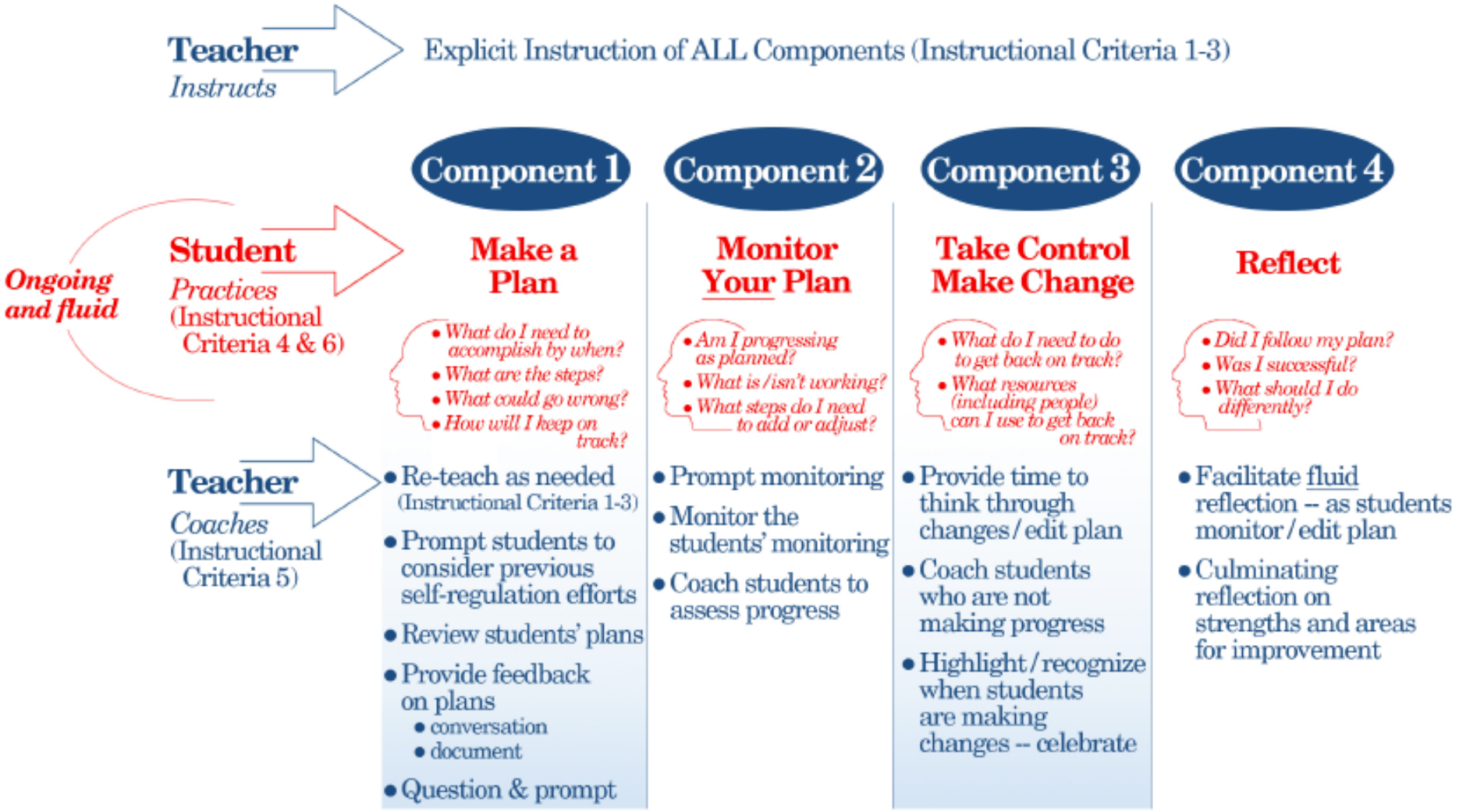
Planning Homework Completion

- What homework do you have?
- How long do you think it will take to finish your homework?
- What else do you have planned for today?
- When will you start working on your homework?
- Where will you work on it?
- What distractions are likely to get in your way?
- How will you reduce or eliminate these distractions?
- Will you need breaks?
- When will you take these breaks; how long will they last?
- When will you have the homework done?

Instructional Process for Self-Regulation



Top 10 Student Outcomes

Identified by teachers who taught **self-regulation**

1. Improved student responsibility
2. Improved ability to set realistic goals, monitor progress, and evaluate results
3. Improved understanding of relationship between specific actions and progress
4. Increased sense of control and awareness of their academics
5. Improved academic achievement
6. Increased reflection on successes and areas for improvement
7. Improved homework completion
8. Improved time management/ organization
9. Improved social interactions
10. Increased engagement in course content

Course-Specific Outcomes

Identified by teachers who taught **self-regulation**

- **Science:** 98% of 8th graders earned a B or higher on a project; students improve test scores; students that missed class integrated back in better
- **Language Arts:** Students increased engagement, wrote higher quality sentences, turned in more work on time, willfully revised writing; they felt more confident and less stressed about completing a final essay
- **Art:** Quality of work, grades, and engagement in course content improved
- **Math:** Grades improved; students were able to accurately predict how long assignments would take to complete; independence increased
- **Social Studies:** Test scores improved; more students turned in projects on time; students better understood historical events
- **Physical Education:** Students became more proactive and improved self-confidence; increase in engagement and decrease in unsafe behaviors
- **Agriculture:** Test scores improved compared to previous years
- **World Language:** 90% of students earned a C+ or higher on the final exam
- **Special Education:** Organization and time on task improved; dramatic reduction in cussing

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Assertiveness

Even when it's difficult, **express my** wants, needs, and thoughts

Even when it's difficult, **respect what others** want, need, and think

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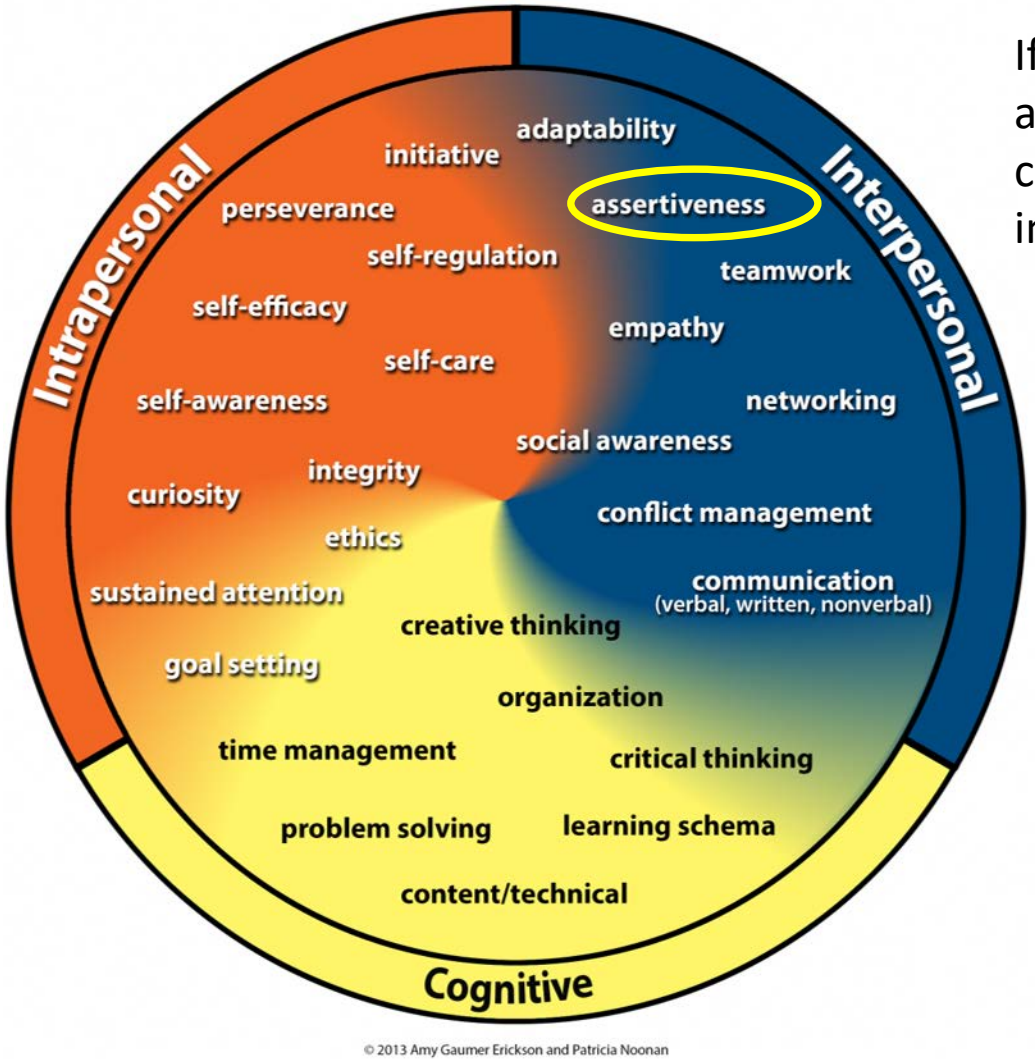
Assertiveness



If students were assertive, what other competencies might this impact?

Research on assertiveness

When adolescents lack assertiveness:

- Higher chance of becoming withdrawn and isolated, experiencing depression and anxiety
- More likely to be bullied OR bully, responding to both situations with anxiety and anger
- More likely to respond with aggression to difficult situations

When adults lack assertiveness:

- It can lead to high unemployment or underemployment

When students learn assertiveness:

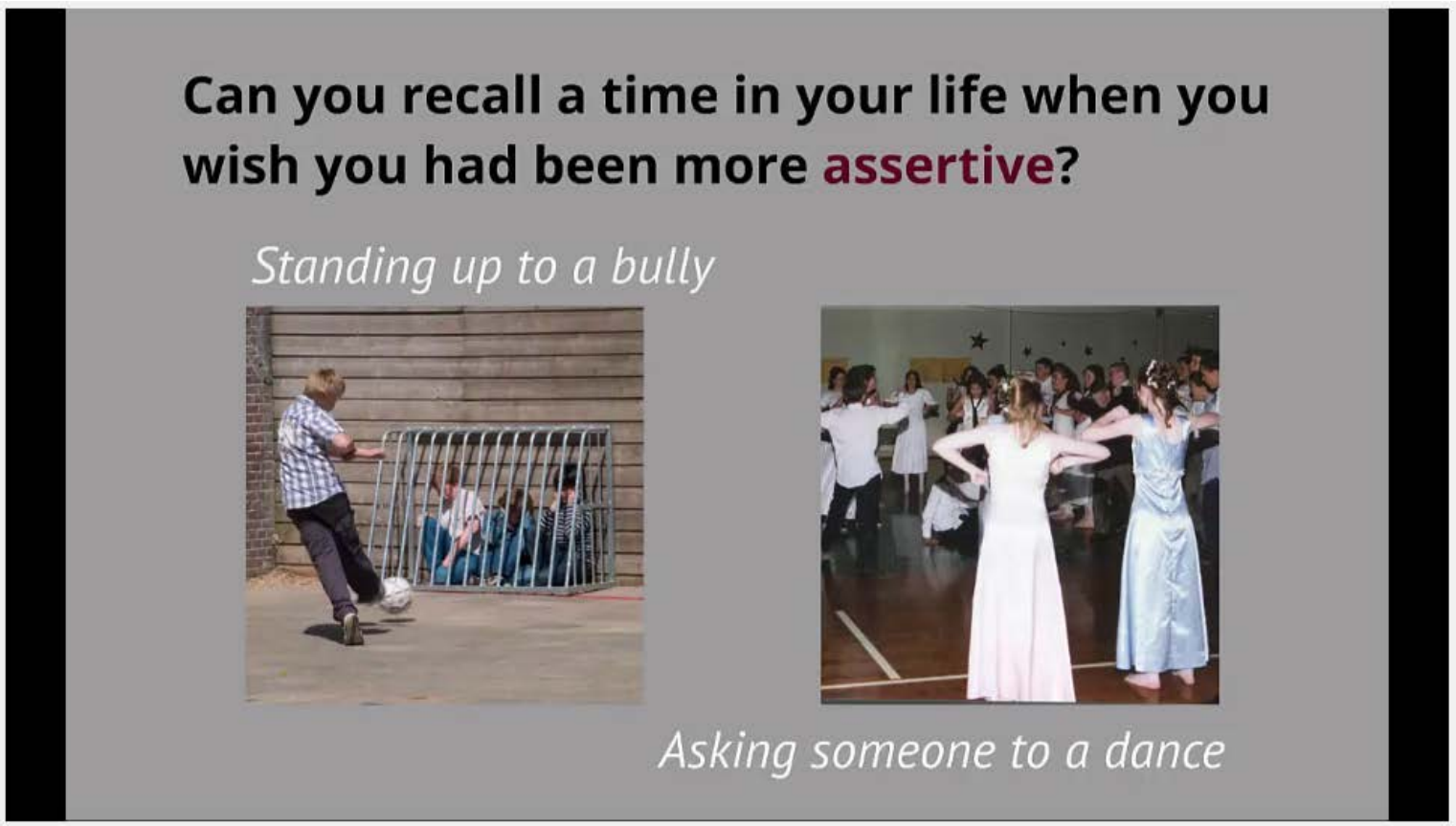
- Promotes the ability to manage conflicts with more productive solutions
- Reduces adolescent anxiety, and helps them avoid drug use and sexual behavior
- Reduces the likelihood of sexual coercion or assault

Providing instruction & practice to teach assertiveness prepares students to:

- advocate for themselves
- resist peer pressure
- manage conflicts
- seek future educational and career opportunities

(Bandura, 1973; Brenner, Head, Helms, Williams, & Williams, 2003; Buell & Snyder, 1981; Grove, Hussey, & Jetter, 2011; Hall, 2006; Hecht, Corman, & Miller-Rassulo, 1993; Huey, 1983; Huey & Rank, 1984; Lane, Wehby, & Cooley, 2006; Lee, Hallberg, & Hassard, 1979; Paglia & Room, 1999; Polansky, Buki, Horan, Ceperich, & Burows, 1999; Rowe, Jouriles, & McDonald, 2015; Schmid, Leonard, Ritchie, & Gwadz, 2015; Thompson, Bundy, & Wolfe, 1996; Tschann, Flores, de Groat, Deardorff, & Wibbelsman, 2010; Wolfe, Crooks, Chiodo, Hughes, & Ellis, 2012)

Assertiveness Video



http://CCCFramework.org

How could assertiveness help these students?

Male aged 16

- Rarely expresses any emotion
- Almost never asks a teacher for help, even when he really needs help
- Typically does whatever his friends want to do without expressing an opinion

Female aged 14

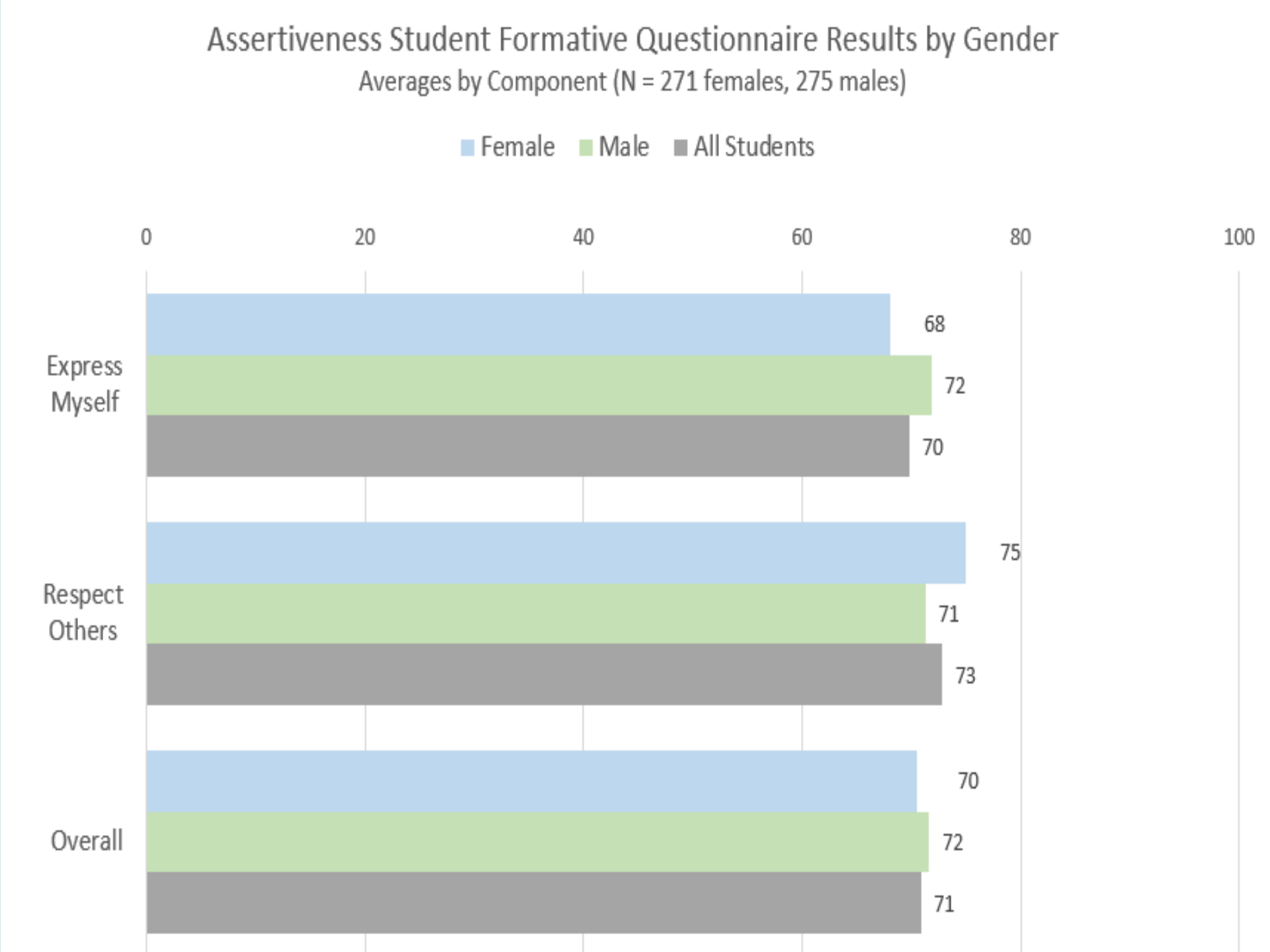
- Sent to the office for telling a teacher that she was unfair
- Alienates friends when they don't follow her advice
- Suspended for punching a boy who was calling his girlfriend bad names in the hallway

Aggressive/Disrespectful

Punish

~~Lesson Learned~~

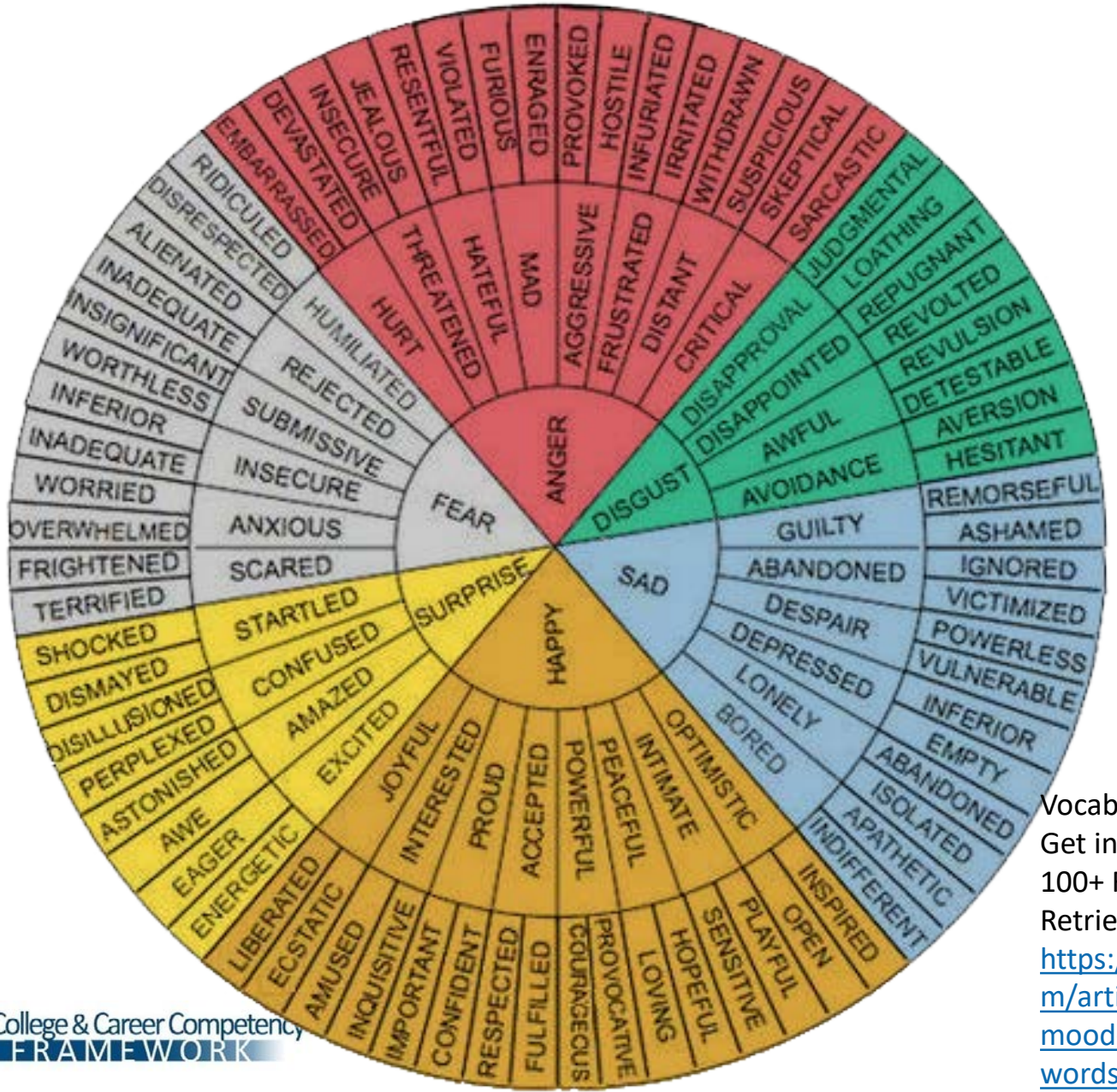
What is your definition of learning?


Assertiveness Student Formative Questionnaire Results by Gender
Averages by Component (N = 271 females, 275 males)
Female
Male
All Students
0
20
40
60
80
100
Express Myself
68
72
70
Respect Others
75
71
73
Overall
70
72
71

Passive Behaviors	Assertive Behaviors	Aggressive Behaviors
Being afraid to speak up	Speaking openly, but without interrupting or disrespecting others	Interrupting and “talking over” others
Speaking softly	Using a conversational tone	Speaking loudly
Avoiding looking at people	Making good eye contact	Glaring and staring at others
Showing little or no expression	Showing expressions that match the message (which is honest and direct, but still respectful and not intimidating)	Intimidating others through use of expressions
Slouching and withdrawing	Relaxing and adopting an open stance and expressions; not invading others’ personal space, but demonstrating engagement rather than withdrawal from the interaction	Standing rigidly, crossing arms, invading the personal space of others
Isolating oneself from groups	Participating in groups	Controlling groups
Agreeing with others despite one’s personal feelings	Expressing one’s feelings honestly but respectfully, and considering the feelings of others as well; keeping to the point	Only considering one’s own feelings and/or making demands of others
Valuing oneself less than others	Valuing oneself equal to others	Valuing oneself more than others
Hurting oneself to avoid hurting others	Trying to hurt no one (including oneself)	Hurting others to avoid being hurt
Not reaching goals for fear of hurting/inconveniencing others; perhaps not even having goals, and simply doing as others suggest	Having goals of one’s own, and generally reaching those goals without hurting others	Reaching goals, but hurting others in the process

Adapted from Counselling Service in France (2012)
http://counsellingservice.eu/tell-the-difference-between-assertive-passive-and-aggressive-behaviour

Feeling Words



Vocabulary.com. (2014). Get into the mood with 100+ Feeling Words. Retrieved from https://www.vocabulary.com/articles/wl/get-into-the-mood-with-100-feeling-words/

Listening-Paraphrasing Strategy

Guidelines for paraphrasing (listener role):

- Focus on listening closely to what the person is saying.
- Show understanding and acceptance by nonverbal behaviors: tone of voice, facial expressions, gestures, eye contact, and posture.
- Restate the other person's wants, feelings, and reasons in your own words. Start your remarks with statements like, "You want…" "You feel…" and "You think…".

She says, "I'm not sure what to do. I totally bombed that test, and my parents are going to be so mad. They might not even let me go to the game Friday night when they see that my grade has dropped."

- You wouldn't say (give non-example breaking the guidelines):
- You could say (give example using Guidelines for Paraphrasing):

Three-Part Assertive Statements

- **Part 1:** The statement begins with an empathy statement, or indication that you understand another person's perspective and feelings.
- **Part 2:** The second part is the rationale behind the action. Provide some reasons and your feelings to support your opinion. Do not blame others (e.g., don't say "you make me angry"), but do share feelings (e.g., do say "I feel frustrated").
- **Part 3:** The third part is a clear, direct statement of what you want to happen. Be clear and detailed.

Assertive Statements

Situation and Statement	Assertive statement? (Yes/No)	How could it be modified to become an assertive statement?
Situation: Riley is distracting you in class. **Statement:** I want you to stop interrupting my reading. You are frustrating and making me angry.		
Situation: Hope dislikes you and makes fun of you with her friends. **Statement:** If you stop making faces, gestures, and put-downs about me, I will help you with biology.		
Situation: I used too much data last month so my guardian took my phone away. **Statement:** I want my phone back…it is killing me not being able to talk with friends. I need it.		

Course-Specific Outcomes

Identified by teachers who taught **assertiveness**

- **Science:** Asking for help more often; less frustrated; sharing opinions and feeling about tough topics; speaking up more instead of following cliques; increased confidence reporting experimental results; seeing the teacher outside class time when struggling with content
- **Language Arts:** Improved attitudes, behavior and conversations; better able to think through issues; improved discussions
- **Math:** Asking more questions and seeking help in class
- **Counseling:** Increased positive interactions, self-awareness, self-confidence, and empowerment; feeling in control of their actions; advocating for themselves more
- **Social Studies:** Increased engaged in course content; more confident and comfortable participating in class discussions; listening to others and debating respectfully; increased empathy and ability to articulate what is needed/wanted; creatively evaluating the statements of political figures
- **Physical Education:** Improved confidence and communication
- **Special Education:** Decreased behavior issues; respectfully asking for help without offending anyone; interacting more; effectively working in groups; understanding perspectives of others

The *College and Career Competency (CCC) Framework*

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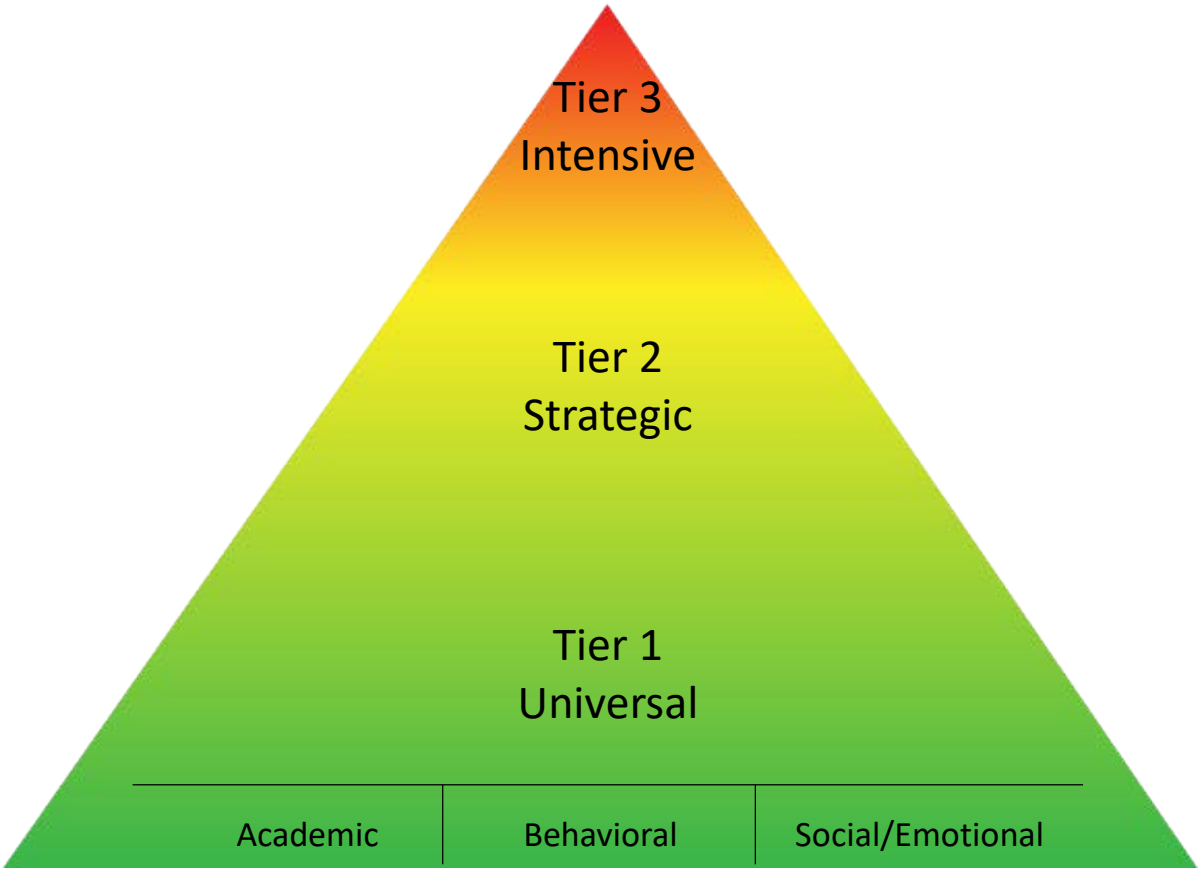
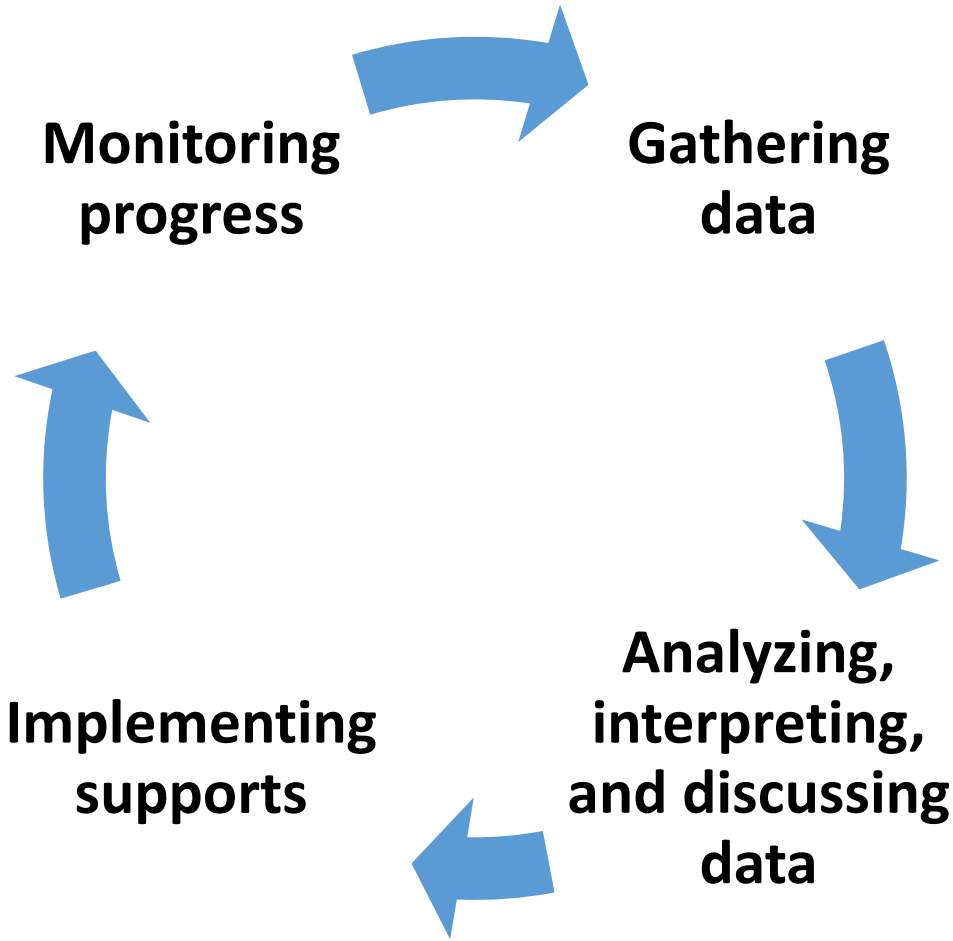
Integrated MTSS Model



Data-Based Decision Making



Collaboration

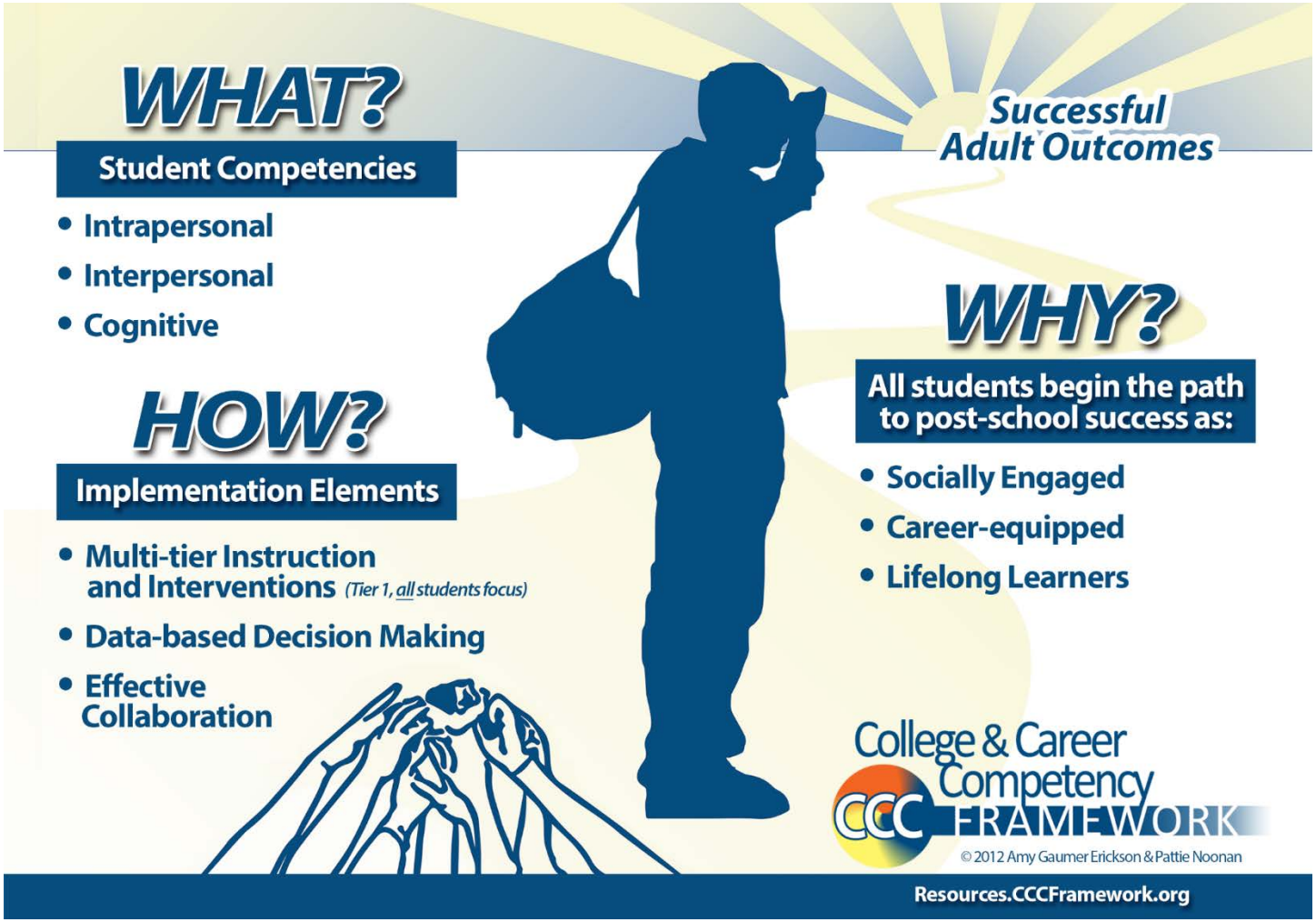
Implementation Issues

- Competency development isn't absorbed; it's learned.
- Like learning anything else, it takes practices 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.

The *College and Career Competency (CCC) Framework*

KSCCC College & Career Competency FRAMEWORK

The *College and Career Competency (CCC) Framework*



Gaumer Erickson, A.S. & Noonan, P.M. (2012). College and Career Competency Framework. Lawrence KS: University of Kansas, Center for Research on Learning.

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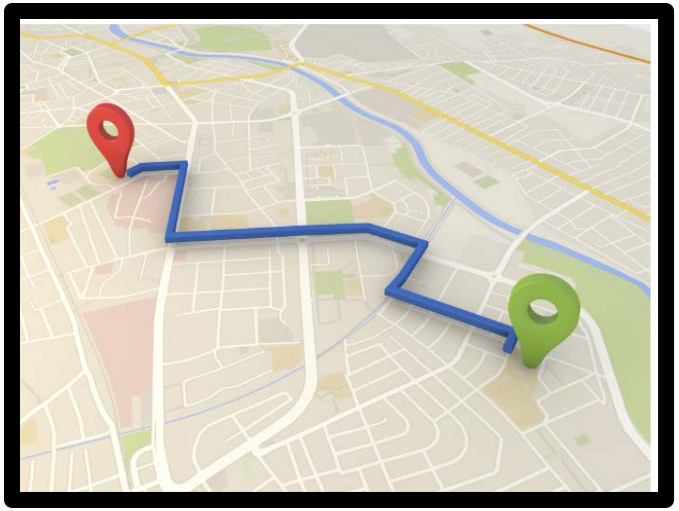
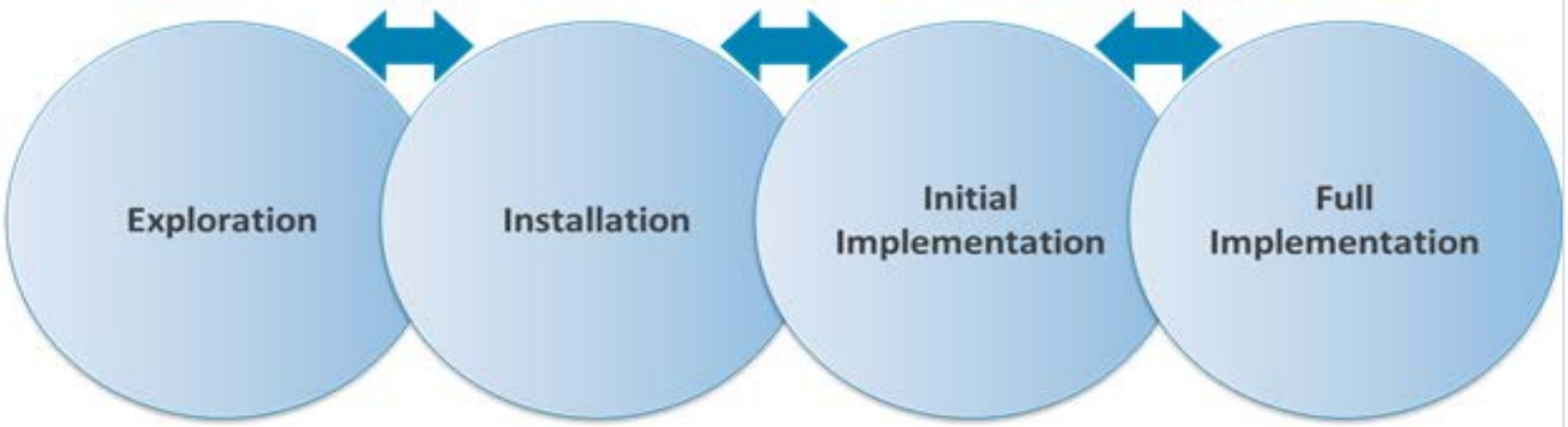
The *Roadmap*: A Navigation Guide for *College and Career Competency Framework* Implementation





Stage One:
Exploration

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College and Career Competency Implementation Roadmap

Exploration Stage

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 *Exploration Stage* 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 *Exploration Stage* ensures that the team understands the core features of the *College and Career Competency Framework*.

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
Core team members and other key staff (e.g., administrators) involved in school-wide planning can each do the following:					
1. Describe the purpose of the *College and Career Competency Framework*.					
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.					

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Stage Two:
Installation

Team Example

Installation Stage

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.	Assertiveness	Conflict Management			
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).	Assertiveness	Conflict Management			
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.	Assertiveness	Conflict Management			
16. Across time, individually reinforced (e.g., prompted, recognized, praised effort, applied to multiple contexts) students' application of the competency.	Assertiveness	Conflict Management			
17. Determined students' understanding and demonstration of the competency.	Assertiveness Conflict Management				
18. Analyzed student data to determine the impact of instruction.		Assertiveness	Conflict Management		
19. Analyzed other student data sources in addition to the formative assessment to determine the impact of instruction.	Assertiveness	Conflict Management			
20. Reviewed data as a team and used it to refine and extend instruction.	Assertiveness	Conflict Management			

CCC Framework Implementation Roadmap: Initial Implementation

Initial Implementation Stage

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 core team, we have:					
20. Facilitated exploration of the *CCC Framework* 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).					

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Initial Implementation Goals

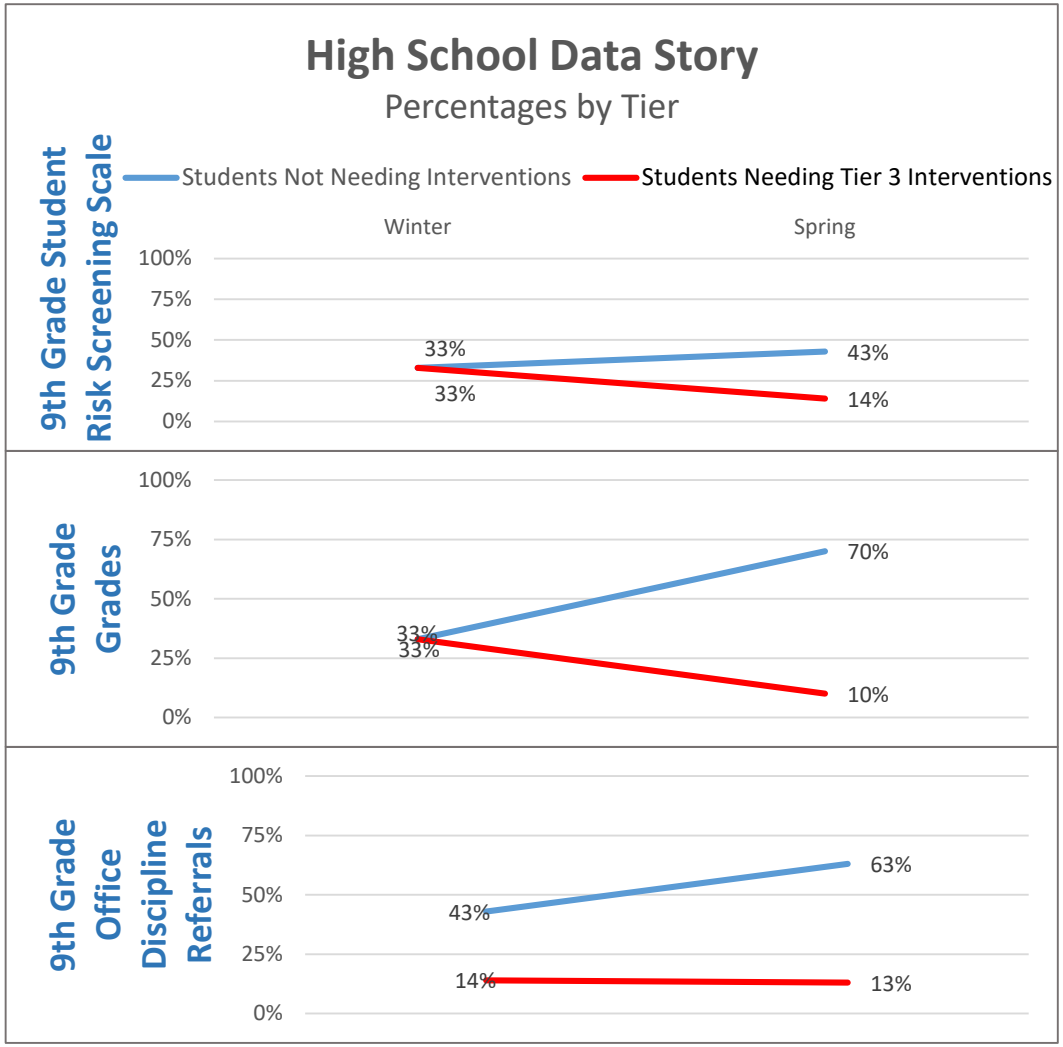
1. **Facilitate exploration** of the *CCC Framework* and the selected competencies with an expanded implementation team (e.g., grade level, content area department, school-wide).
2. Facilitate development of a **shared vision and buy-in** for teaching and reinforcing selected competencies with an expanded implementation team.
3. Train and **coach all expanded team teachers providing competency instruction** on how to infuse selected competencies into their curriculum.
4. Review **data and collaborate** with all teachers who are providing competency instruction to **determine impact and modify/expand instruction**.
5. **Communicate with families** about the competency (e.g., importance, instruction, data, and ways to support development).

Short-Term School Outcomes

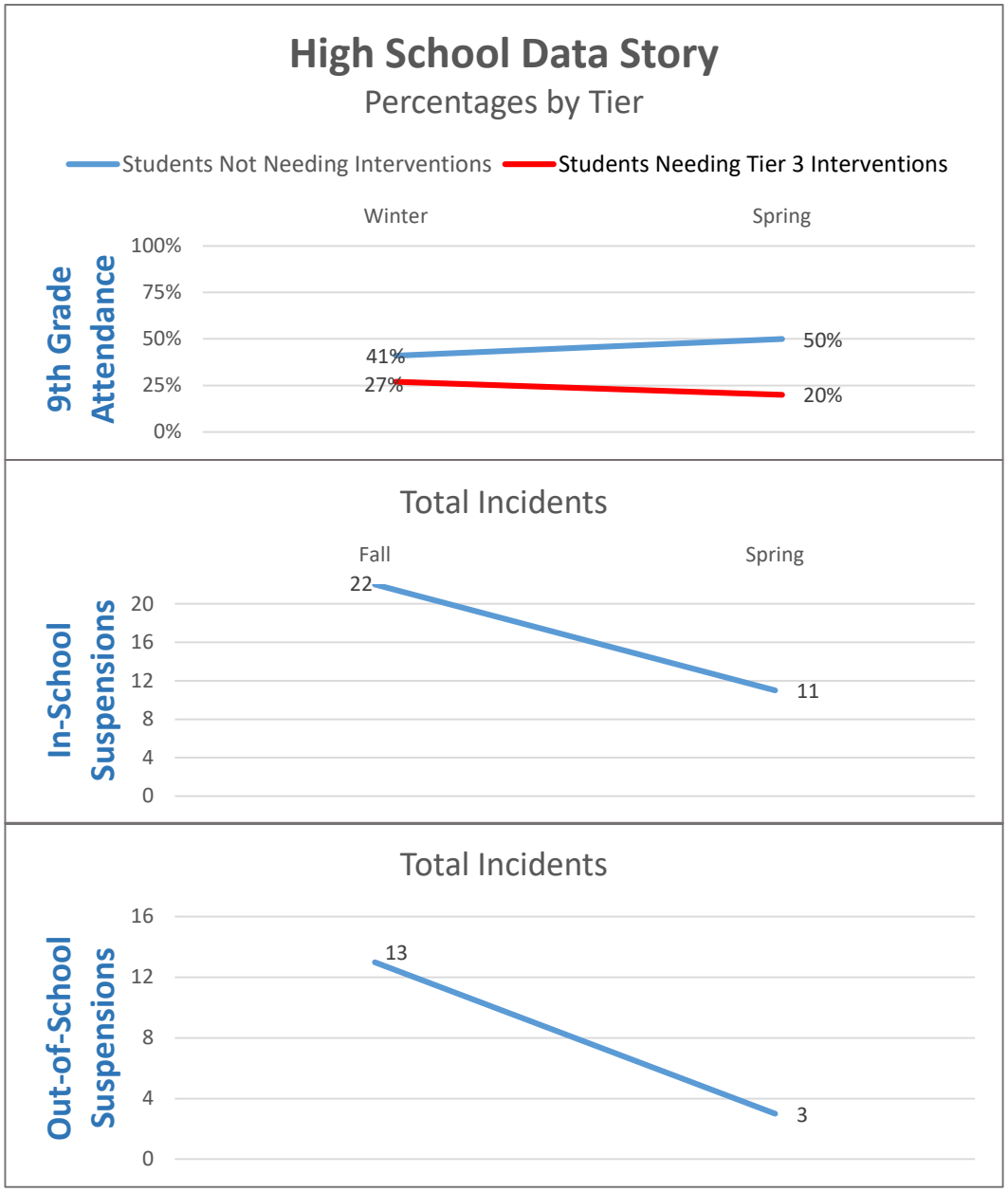
- **School-wide:** 50% reduction in office disciplinary referrals and suspensions in one semester
- **Career & Academic Planning:** 60% of students improved their grades within two weeks with all students becoming more aware of their grades and actions they could take to improve
- **Grades:** Increased from 33% of freshmen passing all classes to 70% of freshmen passing all classes.
- **Counseling:** Student conversations became more focused around steps they could take to improve; students analyzed the impact of personal behaviors

Student Risk Screening Scale

Early Warning Systems



Early Warning Systems



CCC Framework Implementation Roadmap: Full Implementation

Full Implementation Stage

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 *Exploration Stage* of *College and Career Competency Framework*.					
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 *CCC Framework* and selected competencies.					
40. Participated in ongoing collaboration and professional development to maintain and enhance practices in developing competencies.					

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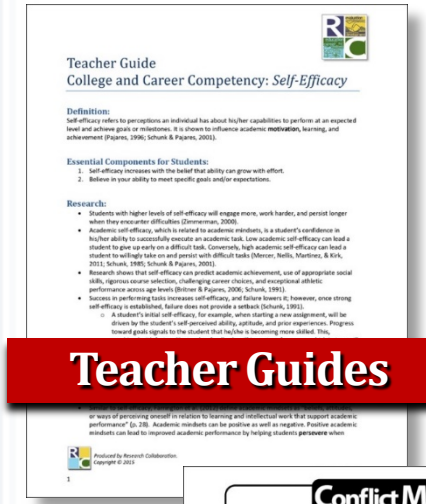
Quiz Yourself

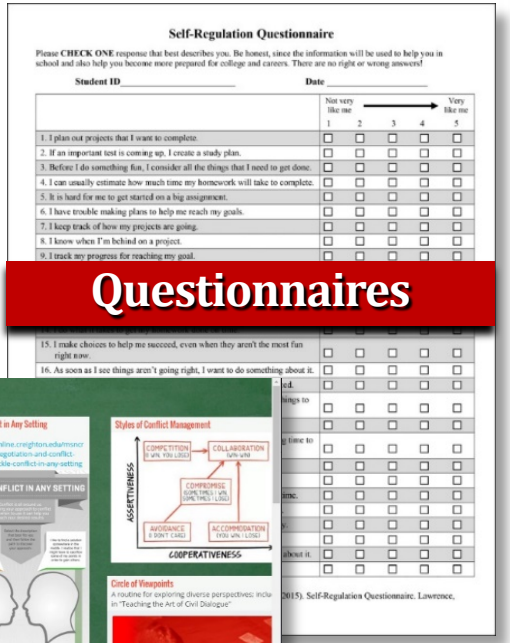
1. Which domain focuses on capacities related to cooperation and interaction with others?
2. Which domain focuses on internal, reflective capacities?
3. To make it on the wheel, what is one requirement of a competency?
4. Why is facilitating practice on all components of a competency so important?
5. Who is responsible for helping students develop intrapersonal and interpersonal competencies?

Competency-Specific Resources



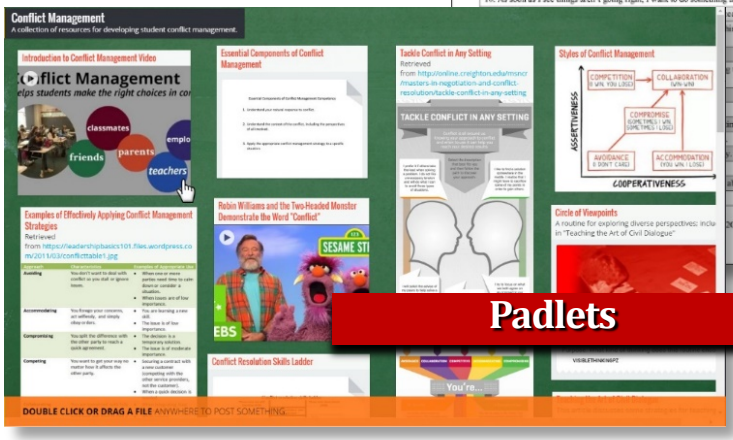
Teacher Guides

Videos



Questionnaires

Posters



Padlets

http://CCCFramework.org

KSCCCC College & Career Competency FRAMEWORK

CCC Framework Video

http://CCCFramework.org

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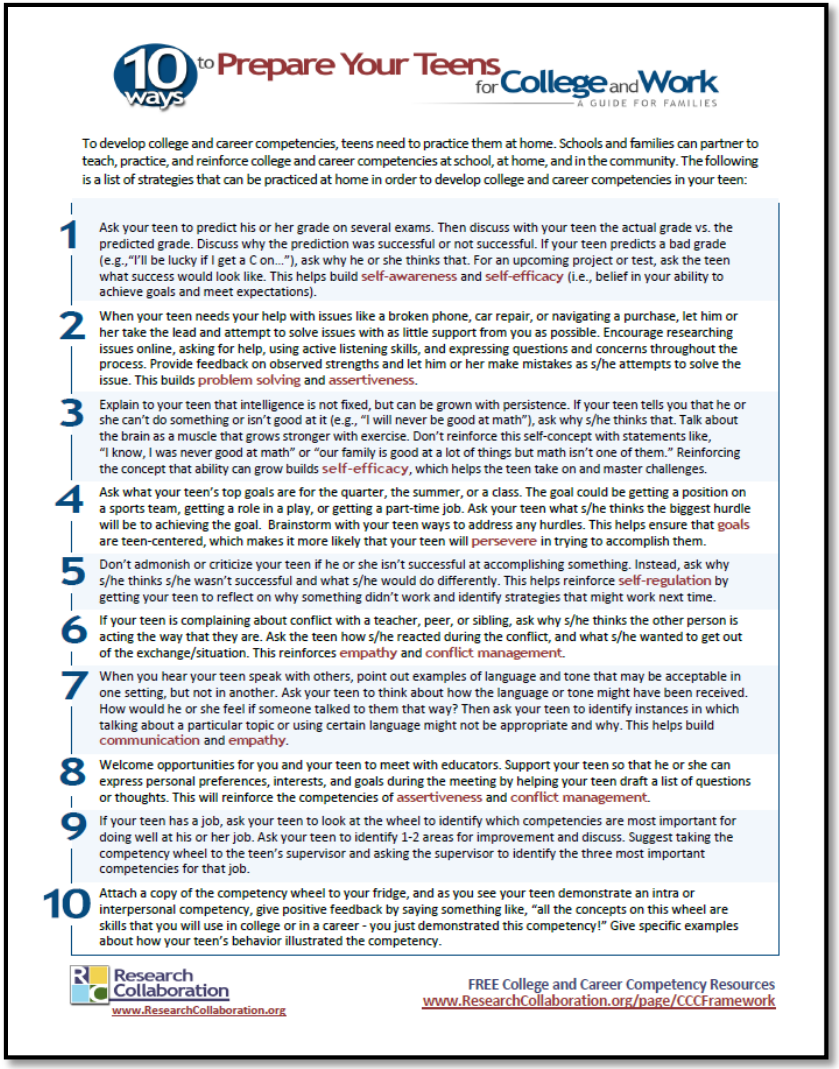
10 Ways To Prepare Your Teens for College and Work: A Guide for Families



10 ways to Prepare Your Teens for College and Work

A GUIDE FOR FAMILIES

To develop college and career competencies, teens need to practice them at home. Schools and families can partner to teach, practice, and reinforce college and career competencies at school, at home, and in the community. The following is a list of strategies that can be practiced at home in order to develop college and career competencies in your teen:

1. Ask your teen to predict his or her grade on several exams. Then discuss with your teen the actual grade vs. the predicted grade. Discuss why the prediction was successful or not successful. If your teen predicts a bad grade (e.g.,"I'll be lucky if I get a C on..."), ask why he or she thinks that. For an upcoming project or test, ask the teen what success would look like. This helps build self-awareness and self-efficacy (i.e., belief in your ability to achieve goals and meet expectations).
2. When your teen needs your help with issues like a broken phone, car repair, or navigating a purchase, let him or her take the lead and attempt to solve issues with as little support from you as possible. Encourage researching issues online, asking for help, using active listening skills, and expressing questions and concerns throughout the process. Provide feedback on observed strengths and let him or her make mistakes as s/he attempts to solve the issue. This builds problem solving and assertiveness.
3. Explain to your teen that intelligence is not fixed, but can be grown with persistence. If your teen tells you that he or she can't do something or isn't good at it (e.g., "I will never be good at math"), ask why s/he thinks that. Talk about the brain as a muscle that grows stronger with exercise. Don't reinforce this self-concept with statements like, "I know, I was never good at math" or "our family is good at a lot of things but math isn't one of them." Reinforcing the concept that ability can grow builds self-efficacy, which helps the teen take on and master challenges.
4. Ask what your teen's top goals are for the quarter, the summer, or a class. The goal could be getting a position on a sports team, getting a role in a play, or getting a part-time job. Ask your teen what s/he thinks the biggest hurdle will be to achieving the goal. Brainstorm with your teen ways to address any hurdles. This helps ensure that goals are teen-centered, which makes it more likely that your teen will persevere in trying to accomplish them.
5. Don't admonish or criticize your teen if he or she isn't successful at accomplishing something. Instead, ask why s/he thinks s/he wasn't successful and what s/he would do differently. This helps reinforce self-regulation by getting your teen to reflect on why something didn't work and identify strategies that might work next time.
6. If your teen is complaining about conflict with a teacher, peer, or sibling, ask why s/he thinks the other person is acting the way that they are. Ask the teen how s/he reacted during the conflict, and what s/he wanted to get out of the exchange/situation. This reinforces empathy and conflict management.
7. When you hear your teen speak with others, point out examples of language and tone that may be acceptable in one setting, but not in another. Ask your teen to think about how the language or tone might have been received. How would he or she feel if someone talked to them that way? Then ask your teen to identify instances in which talking about a particular topic or using certain language might not be appropriate and why. This helps build communication and empathy.
8. Welcome opportunities for you and your teen to meet with educators. Support your teen so that he or she can express personal preferences, interests, and goals during the meeting by helping your teen draft a list of questions or thoughts. This will reinforce the competencies of assertiveness and conflict management.
9. If your teen has a job, ask your teen to look at the wheel to identify which competencies are most important for doing well at his or her job. Ask your teen to identify 1-2 areas for improvement and discuss. Suggest taking the competency wheel to the teen's supervisor and asking the supervisor to identify the three most important competencies for that job.
10. Attach a copy of the competency wheel to your fridge, and as you see your teen demonstrate an intra or interpersonal competency, give positive feedback by saying something like, "all the concepts on this wheel are skills that you will use in college or in a career - you just demonstrated this competency!" Give specific examples about how your teen's behavior illustrated the competency.

Research Collaboration
www.ResearchCollaboration.org

FREE College and Career Competency Resources
www.ResearchCollaboration.org/page/CCCFramework

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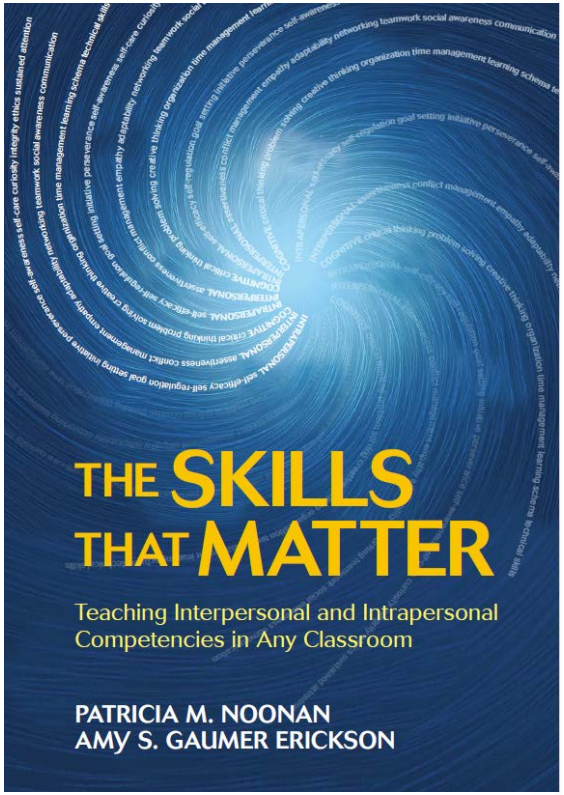
Next Steps

- Explore the resources on www.CCCframework.org.
- Share information on the *College & Career Competency Framework* with a colleague.
- Follow through on the action items that you identified for self-regulation and assertiveness.
- Go deeper into self-regulation or assertiveness by developing an instructional plan that addresses each of the six instructional criteria. Email your plan to agaumer@ku.edu for feedback.

The Skills that Matter: Teaching Interpersonal and Intrapersonal Competencies in Any Classroom

http://CCCFramework.org



Contact us with any questions you have about the *College & Career Competency Framework*.

Amy Gaumer Erickson, Ph.D.
agaumer@ku.edu

Pattie Noonan, Ph.D.
pnoonan@ku.edu

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