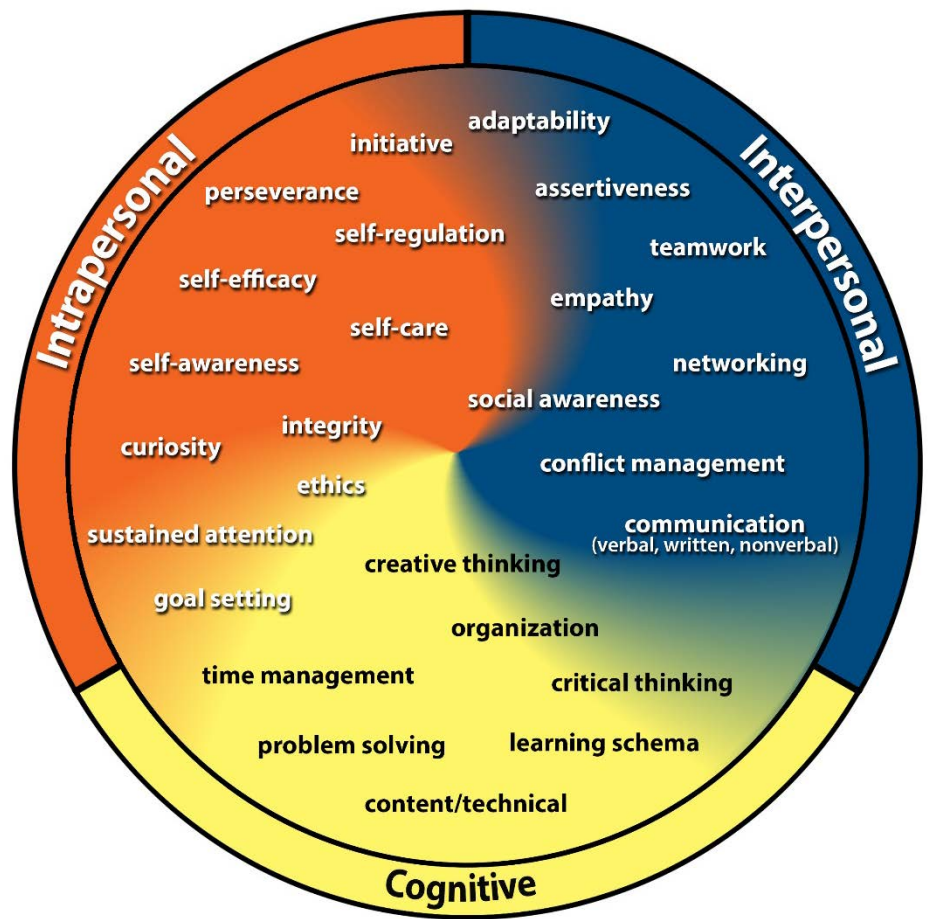


Research has identified
 teachable, transferable skills that
positively impact behavior,
 academic achievement, graduation
 rates, and post-school outcomes
 (National Academy of Sciences, 2012).

Organized into **three domains**
 (intrapersonal, interpersonal,
 and cognitive), the
Competency Wheel
 categorizes competencies that
all students need in order
 to be college and career ready.

For more information
 on supporting educators to
 systematically build college and career
 competencies school-wide, email:
 Dr. Pattie Noonan
pnoonan@ku.edu
 or
 Dr. Amy Gaumer Erickson
agaumer@ku.edu



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The College and Career Competency (CCC) Framework, developed by
Drs. Amy Gaumer Erickson and **Pattie Noonan**, supports educators in
 systematically embedding intrapersonal, interpersonal, and cognitive
 competencies into course content. In this way, educators support students
 to become career-equipped, lifelong learners who are socially and
 emotionally engaged. The *CCC Framework* includes a multi-year
 professional development process, fidelity tools, and student
 questionnaires.

Ongoing training and coaching are offered both face-to-face and virtually.
 Face-to-face training spans multiple years in which interdisciplinary middle
 and high school teams focus on embedding identified competencies in
 core instruction and providing reinforcement school-wide. Virtual training
 academies support individual educators in implementing competency
 instruction with support and guidance through an online community.
 The trainer/coach series prepares educators to become highly competent
 trainers and coaches in the *College and Career Competency Framework*.

The College and Career Competency Framework provides a structured, embedded process for developing career-equipped, lifelong learners that are socially and emotionally engaged. Through a school-wide focus on specific competencies and their respective essential components, enacted through implementation elements (i.e., effective collaboration, multi-tier instruction and interventions, and data-based decision making), students will be ready to take on the real-world challenges that await them.

KEY POINTS

Competencies are teachable

Competencies are more than just knowing how to do something. Each competency involves the ability to perform the skill set effectively as well as knowing when and how to use the set of skills across situations and environments. By teaching competencies, we help students develop their abilities while also teaching them to know when and how to use these skills, making the skills transferable.

All students need competency instruction

Through a school-wide, collaborative, data-driven system of support, the *College and Career Competency Framework* promotes the instruction of evidence-based competencies embedded within content-area curriculum and reinforced school-wide, supporting positive in-school and post-school outcomes for all students.

Competency instruction is systematic, not a curricular add-on

Competencies cannot be absorbed through the normal school structure without purposeful instruction. Teachers provide initial instruction and numerous opportunities to practice competency components with feedback along with course content. Competencies are then reinforced in the classroom as well as school-wide. To reach all students and adequately support development, competency instruction occurs primarily within core content areas, and then it's reinforced school-wide through discipline systems, electives, and extracurricular opportunities.

School staff collaborate to provide competency instruction

To address these complex skills, *the College and Career Competency (CCC) Wheel* provides a common vernacular as well as a clear focus. The terminology used in the *CCC Wheel* is important and transferrable across professions. Educators, counselors, community members and employers can understand and support competency instruction for all students.

Data informs competency instruction

Educators that purposefully provide competency instruction regularly ask themselves questions related to impact, such as:

1. Are students developing the competency and, if so, how do we know?
2. As students develop the competency, what else is improving?
3. What instructional adjustments could we make to help students develop the competency?
4. How will we continue guided practice and reinforcement of the competency?

Participating schools answer these questions through multiple data sources, including *the College and Career Competency Framework (CCC) Needs Assessment* and *Formative Questionnaires*. These assessments were designed for middle and high school students, and are available for free online at <http://ResearchCollaborationSurveys.org>.

Needs Assessment

The College and Career Competency Framework (CCC) Needs Assessment supports schools implementing the *CCC Framework*, developed by Drs. Gaumer Erickson and Noonan. See <http://CCCFramework.org> for more information on the *CCC Framework*. The Needs Assessment is designed to be completed by middle and high school students. Results support students to reflect on their strengths and areas for improvement, as well as help schools prioritize college and career competencies for instruction, guided practice, and reinforcement.

KEY POINTS

- The CCC Needs Assessment is **free** and available to all educators.
- Educators can access and launch the Needs Assessment online after creating an account.
- Students do not need an account to complete the Needs Assessment, only a unique student ID and the link/code generated by the online site.
- The CCC Needs Assessment has 18 items and should take students approximately 5-8 minutes to complete.
- Students receive results immediately upon completion of the assessment, at which point they can print their summary or take a screenshot.
- By clicking on *My Portfolio*, educators have access to summarized results as well as a table of individual student results.

What the CCC Needs Assessment Measures

Research has identified teachable, transferable skills that positively impact behavior, academic achievement, graduation rates, and post-school outcomes (National Academy of Sciences, 2012). These competencies are important whether students plan to enter directly into the job market or continue on to post-secondary education. The College and Career Competency Needs Assessment was developed in 2015 by Research Collaboration (www.ResearchCollaboration.org). An extensive review of relevant research resulted in the identification of competencies that are important for success in college and careers; it was determined that 18 intrapersonal and interpersonal competencies are critical for developing career-equipped, lifelong learners who are socially and emotionally engaged.

The CCC Needs Assessment is designed to measure students' overall level of self-identified proficiency in a set of intrapersonal and interpersonal competencies that are important for college and careers. These competencies comprise the intrapersonal and interpersonal domains of the *College and Career Competency Wheel* (© 2013 Amy Gaumer Erickson and Patricia Noonan).

How the CCC Needs Assessment Is Accessed

Teachers can launch the Needs Assessment and view both individual and aggregate student results by visiting ResearchCollaborationsurveys.org, creating an account, and following the instructions provided on the website. This website is free and available to all educators. Once students have completed the Needs Assessment, teachers can see results for individual students as well as in aggregate. Teachers can also download a raw data file in MS Excel. The homepage includes a brief walk-through video to assist with login and launching the Needs Assessment.



How the CCC Needs Assessment Is Completed

Teachers make the Needs Assessment available to students by providing the URL and code. Students then enter the survey code and a student number assigned by the teacher. Students complete the assessment by reading definitions of the competencies and then self-rating items on a 5-point, Likert-type scale. This scale ranges from 1 (Not very like me) to 5 (Very like me). The results are automatically displayed for students, enabling them to immediately reflect on results.

The following are example items defining three of the competencies:

- *Even when it's difficult, expressing your wants, needs, and thoughts while respecting others.* (Assertiveness)
- *Trying to understand others, and then showing your understanding.* (Empathy)
- *Believing in your ability to accomplish challenging tasks and that your ability can grow with effort.* (Self-Efficacy)

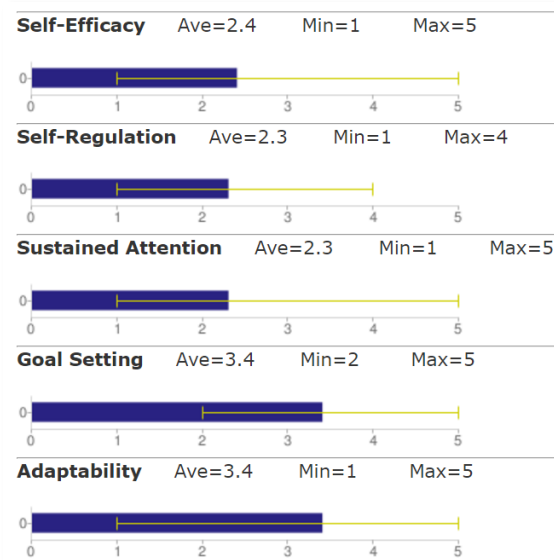
Accommodations should be provided when appropriate and can include reading the items aloud, explaining the items, or having a scribe fill in the response option.

How to Use the Results

The CCC Needs Assessment results can be used by both teachers and students. Students can use the results to reflect on relative strengths and areas for improvement across the intrapersonal and interpersonal competencies that are important for post-school outcomes.

Teachers and administrators can use the Needs Assessment results to prioritize their efforts, focusing on those competencies on which their students need the most improvement. Educators can provide targeted instruction with guided practice and independent practice to help their students develop the competencies. The CCC Needs Assessment can then be re-administered periodically to determine whether new needs have arisen. This allows educators to engage in a process of data-driven decision making in order to build a common language and shared vision for their students' success both in school and beyond school.

Numerous resources for teaching college and career competencies are available at <http://CCCFramework.org>.



Formative Questionnaires

The College and Career Competency Framework (CCC) Formative Questionnaires are formative assessments, meaning that the purpose of administering them is both to help students understand their strengths and areas for improvement related to the competency and to provide educators with data to inform instruction and supports. The CCC Formative Questionnaires support schools implementing the *CCC Framework*, developed by Drs. Gaumer Erickson and Noonan. See <http://CCCFramework.org> for more information on the *CCC Framework*. The questionnaires are designed to be completed by middle and high school students. Results are available in both summarized and individual student formats to support data-based decision making.

KEY POINTS

- The CCC Formative Questionnaires are **free** and available to all educators.
- Educators can access and launch the student questionnaires online after creating an account.
- Students do not need an account to complete the questionnaires, only a unique student ID and the questionnaire-specific link and code generated by the online site.
- Each questionnaire contains 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 screenshot.
- By clicking on *My Portfolio*, educators have access to summarized results as well as a table of individual student results.

As of January 1, 2017, CCC Formative Questionnaires are available for the following interpersonal and intrapersonal competencies, identified on the *College and Career Competency Wheel* (Gaumer Erickson, Noonan, & Soukup, 2016):

| Formative Questionnaire | Sample Items |
|-------------------------|--|
| Assertiveness | <ul style="list-style-type: none"> • When an argument is over, I often wish I would have said what was really on my mind. • I'm usually able to tell people how I'm feeling. • I have a hard time controlling my emotions when I disagree with someone. |
| Conflict Management | <ul style="list-style-type: none"> • The ways I try to resolve conflicts usually work for me. • Instead of jumping to conclusions, I try to figure out why there's a disagreement. • During a disagreement I try to find a compromise. |
| Empathy | <ul style="list-style-type: none"> • I try to see things from other people's points of view. • I consider people's circumstances when I'm talking with them. |

| Formative Questionnaire | Sample Items |
|-------------------------|--|
| Goal Setting | <ul style="list-style-type: none"> When I want to learn something, I make small goals to track my progress. When I set goals, I think about barriers that might get in my way. I set goals that are challenging but achievable. |
| Networking | <ul style="list-style-type: none"> When I meet people, I ask questions to get to know them better. I'll help a classmate if they're struggling with an assignment. |
| Self-Efficacy | <ul style="list-style-type: none"> When I'm struggling to accomplish something difficult, I focus on my progress instead of feeling discouraged. I am confident that I will achieve the goals that I set for myself. |
| Self-Regulation | <ul style="list-style-type: none"> I can usually estimate how much time my homework will take to complete. I track my progress for reaching my goal. I have trouble remembering all of the things I need to accomplish. |

Accessing the CCC Formative Questionnaires

Teachers can launch questionnaires and view both individual and aggregate student results by visiting www.ResearchCollaborationsurveys.org, creating an account, and following the instructions provided on the website. This website is free and available to all educators. Once students have completed the questionnaires, teachers can see graphed results for individual students as well as in aggregate. Teachers can also download a raw data file in MS Excel. The homepage includes a brief walk-through video to assist with login and launching of questionnaires.

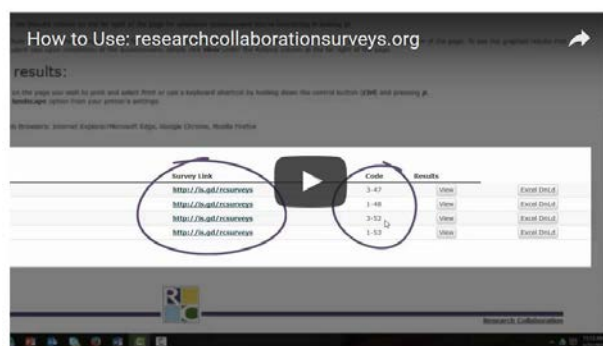
Completing the CCC Formative Questionnaires

Teachers make the questionnaire available to students by providing the URL to the questionnaire and a survey code. Students then enter the survey code and a student number assigned by the teacher. Students complete the questionnaire by self-rating items on a 5-point, Likert-type scale. This scale ranges from 1 (*Not very like me*) to 5 (*Very like me*). The results are automatically graphed for students and available to them once they complete the questionnaire. This enables them to immediately reflect on results.

The following example items represent each of the two essential components of self-efficacy:

- I believe hard work pays off.* (Ability Can Grow)
- I can figure out anything if I try hard enough.* (Belief in Own Ability)

The Flesch-Kincaid readability score is provided in the technical specifications for each questionnaire. Accommodations should be provided when appropriate and can include reading the items aloud, explaining the items, or having a scribe fill in the response option.



How to Begin Launching Questionnaires

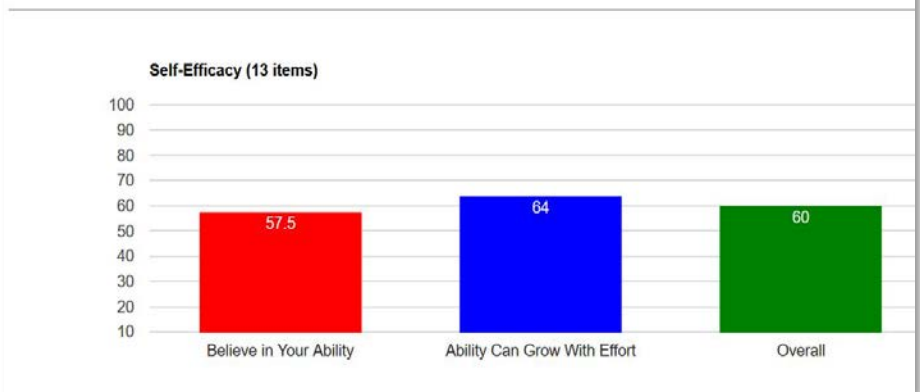
Using Results from the CCC Formative Questionnaires

CCC Formative Questionnaire results can be used by both teachers and students. To ease interpretation, results are displayed on a 100-point scale. These scores can be interpreted similar to grades (e.g., 70-79 is a C). Results by each essential component support reflection on relative strengths and areas for improvement.

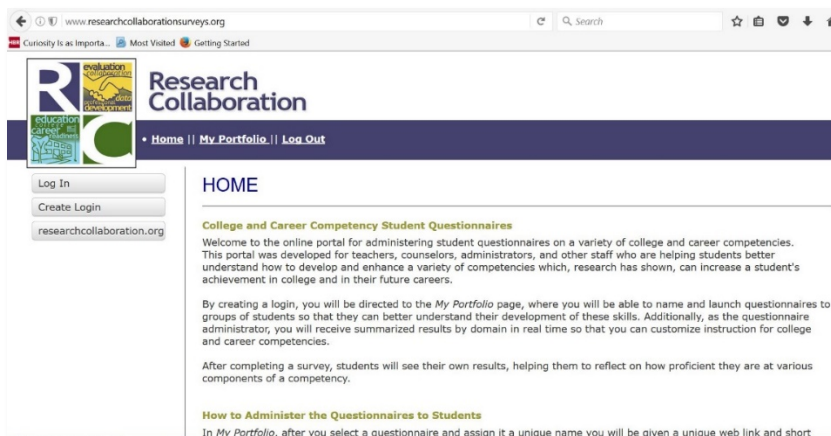
Students can use the questionnaire results to build self-awareness and identify areas on which to focus their efforts. For example, self-efficacy results help students reflect on how their perceptions and beliefs about ability contribute to their academic success. As students better understand that they can positively impact outcomes with effort, they build confidence in their ability to take on more challenging tasks.

Teachers can enhance their instructional practices by determining which perceptions are impacting their students' motivation to succeed. For example, if the self-efficacy

Self-Efficacy (13 items)



student results indicate that students view ability as fixed, teachers can counter that belief by teaching students about growth mindset and incorporating instructional practices that help students see their progress over time. After combining this targeted instruction with guided practice and independent practice, teachers can re-administer the Self-Efficacy Questionnaire and alter their instruction accordingly. This allows teachers to engage in a process of data-driven decision making to guide classroom strategies that continuously reinforce student self-efficacy by providing opportunities for students to demonstrate both the positive impact that effort has on ability and their personal ability to make progress on challenging tasks. Numerous resources for teaching college and career competencies are available at <http://CCCFramework.org>.



Create a login and begin launching questionnaires today!

FREE RESOURCES are available online at: CCCFramework.org

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, 2005).

Academic self-efficacy, which is related to academic standards, is a student's confidence in his/her ability to successfully execute an academic task. Low academic self-efficacy can lead a student to readily give up and persevere with difficult tasks (Meece, Reitz, Mathews, & Kalk, 2011; Schunk, 1995; Schunk & Pajares, 2005).

Research shows that self-efficacy can predict academic achievement, use of appropriate social skills, rigorous course selection, challenging career choices, and exceptional athletic performance across age levels (Brockner & Pajares, 2006; Schunk, 1991).

Success in performing tasks increases self-efficacy, and failure lowers it; however, once strong self-efficacy is established, failure does not provide a setback (Schunk, 1991).

A student's initial self-efficacy, for example, when starting a new assignment, will be shown by the toward goals considered will increase self-validation the Students develop self-observing others part their emotional tone Students will interpret capabilities. Similar to self-efficacy or ways of perceiving performance" (p. 28) mindsets can lead to

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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 like me | 1 | 2 | 3 | 4 | 5 | Very like me |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I plan my projects that I want to complete. | <input type="checkbox"/> | <input type="checkbox"/> | <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"/> | <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"/> | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. It is hard for me to get started on my assignments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I keep track of how my projects are going. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I know when I'm behind on a project. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I track my progress for reaching my goal. | <input type="checkbox"/> | <input type="checkbox"/> | <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"/> | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Questionnaires

| | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 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"/> | <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"/> | <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"/> | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Conflict Management

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

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

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

Research Collaborators
College & Career Competency Wheel

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 situations.

Essential Components of Conflict Management

Tackle Conflict in Any Setting

Styles of Conflict Management

Examples of Effectively Applying Conflict Management Strategies

Robin Williams Demonstrates the Word "Conflict"

Conflict Resolution Skills Ladder

Visible Thinking

DOUBLE CLICK OR DRAG A FILE ANYWHERE TO POST SOMETHING...

Padlets