

<http://CCCFramework.org>



Amy Gaumer Erickson, Ph.D.




Kansas Can Competency
FRAMEWORK

Who we are, our work, and our mission

**College & Career Competency
FRAMEWORK**

OverviewResourcesProfessional DevelopmentStudent QuestionnairesAbout UsLog In

Read the book that provides teachers with the practical information



they need to better develop socially and emotionally engaged, career-equipped, lifelong learners.

- Competency-specific evidence-based instructional strategies with examples
- Tools such as sample instructional plans, formative assessments, and student-friendly products

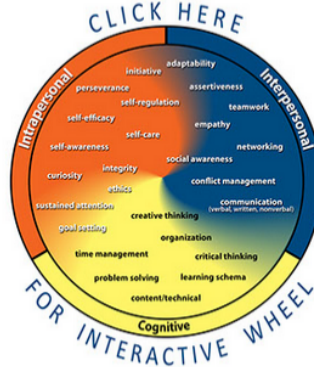
THE SKILLS THAT MATTER:
Teaching Interpersonal and Intrapersonal Competencies in Any Classroom

by Patricia M. Noonan and Amy S. Gaumer Erickson


CLICK HERE TO ORDER YOUR COPY TODAY!

What is the College and Career Competency Framework?

The College and Career Competency Framework, developed by Drs. Gaumer Erickson and Noonan, supports educators in systematically embedding intrapersonal, interpersonal, and cognitive competencies into course content. In this way, educators support students to develop into career-equipped, lifelong learners who are socially and emotionally engaged. The College and Career Competency Wheel includes 26 specific competencies categorized in three domains. Each competency is integral to in-school and post-secondary success, as determined by current and emerging research.



CLICK HERE FOR INTERACTIVE WHEEL



Having issues viewing the video? [Click here for help.](#)
To download a PDF transcript for this video, [click here.](#)

This site includes free, research-based instructional resources for all 26 competencies, as well as professional development opportunities to systematically teach competencies and academic learning standards simultaneously, thereby improving academic achievement, engagement, and post-school outcomes.

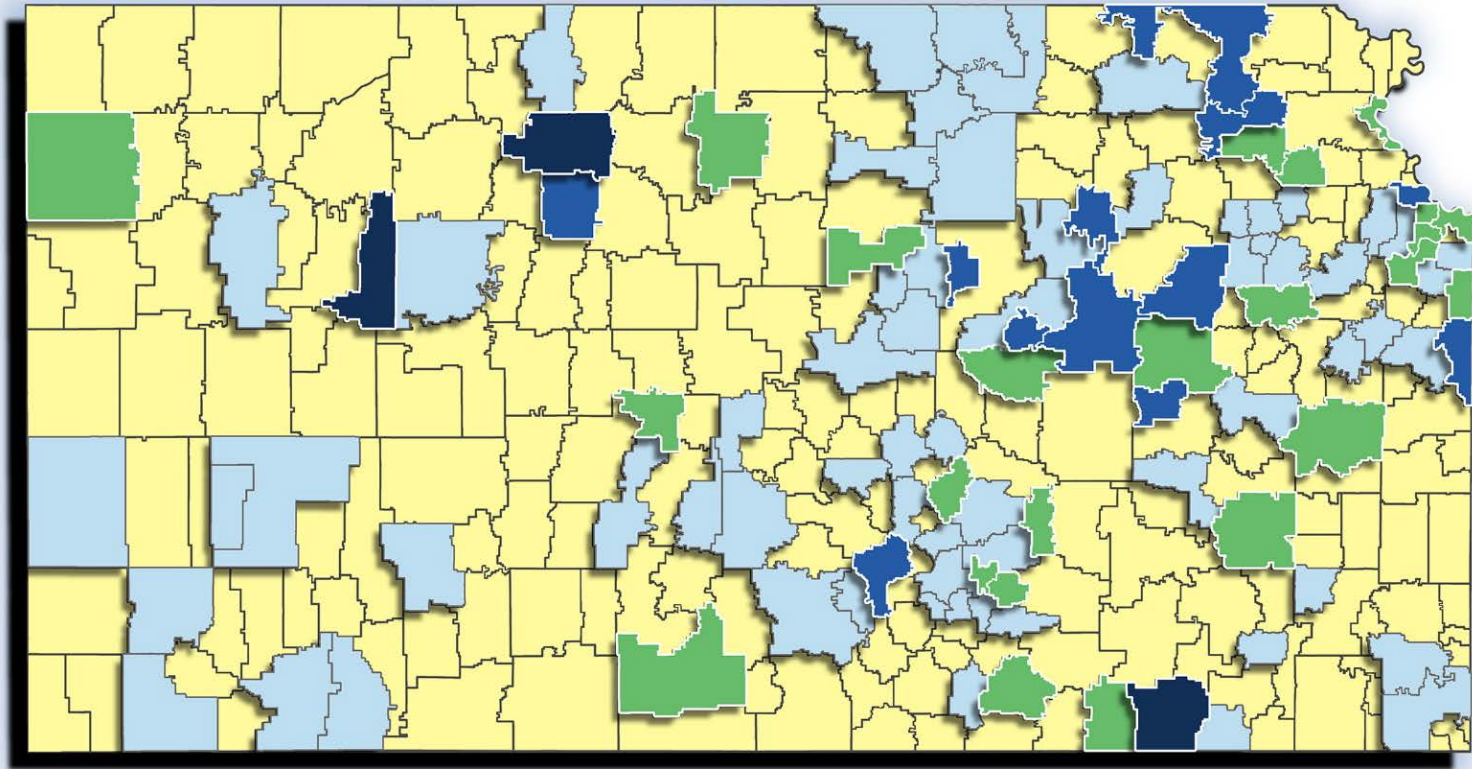
To learn more about the College and Career Competency Framework and Wheel, please watch the [introductory video](#) or read the [overview](#).

Why learn about this today?

- Pre-K through 12 SEL curriculum that focuses not only on **explicit instruction**, but also embedded **practice with feedback**
- Incorporates measures to show **growth** in SEL knowledge (State Board goal)
- **Schoolwide** approach [interdepartmental/interdisciplinary effort]
- Promotes skill-building that is foundation for personalized learning
- Addresses Kansas SECD Standards; Considered a Kansas MTSS Tier 1 SEL curriculum
- Professional development and coaching available online and face-to-face in Kansas
- **It is challenging/rigorous, but shows student impact/outcomes**

Professional Learning Participants

(updated January 2019)



■ District-Wide Implementation Focus

■ School-Wide Implementation Focus

■ Team Implementation Focus

■ Individual Implementation Focus

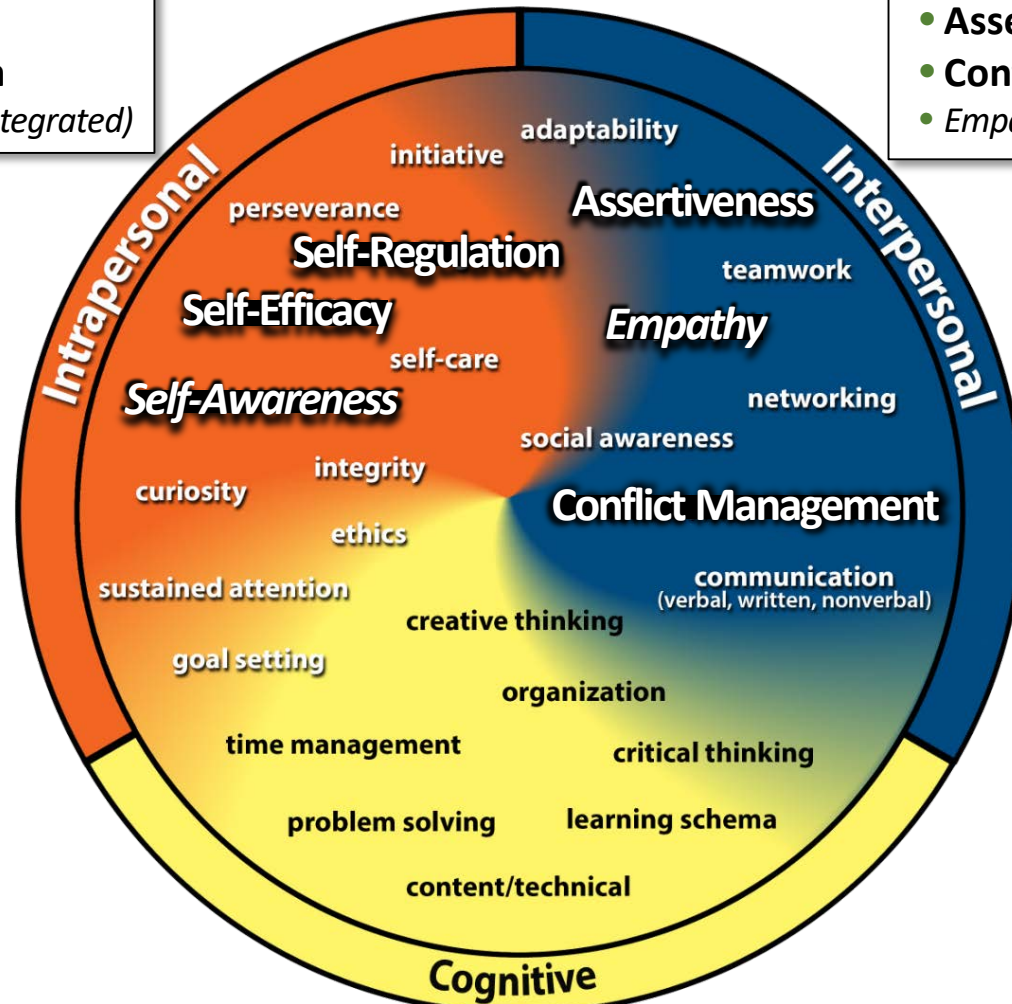
Foundational Competencies

Intrapersonal

- Self-Efficacy
- Self-Regulation
- Self-Awareness (integrated)

Interpersonal

- Assertiveness
- Conflict Management
- Empathy (integrated)



Which competencies are most tied to student success in each School Redesign Principle?

School Redesign Principles

Student Success Skills	Community Partnerships
There is an integrated approach to develop student social-emotional growth	Partnerships are based on mutually beneficial relationships and collaboration
Personalized Learning	Real World Application
Teachers support students to have choice over their time, place, pace and path	Project-based learning, internships, and civic engagement makes learning relevant

Highest Need Competencies Identified by Over 7,300 Kansas Students

Overall Rank by Highest Need	Males	Females	6 th Grade	9 th Grade	12 th Grade
Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention Self-Regulation
Initiative	Initiative	Assertiveness	Initiative	Initiative	Assertiveness
Assertiveness	Conflict Management	Initiative	Conflict Management	Assertiveness	Communication Networking
Self-Efficacy Goal Setting	Communication	Conflict Management	Assertiveness	Communication	Conflict Management
Conflict Management	Assertiveness	Self-Efficacy	Goal Setting	Conflict Management	Self-Efficacy Goal Setting

Source: Competency Student Needs Assessment
(available free at CCCFramework.org)

Abilene Middle School - Student Video



Can assertiveness be taught?

- Yes – competency development isn't absorbed; it's learned.
- When educators provide **instruction and integration within content-area learning and experiences**, students can learn and expand interpersonal competencies like assertiveness.
- Like learning anything else, it takes **practice over time**.
- While relatively simple to define, competencies are **complex** to teach and learn.
- Many competencies are addressed in school, but not typically in a **systematic way** for all students.

Top 10 Student Outcomes and Research

In groups of 3, review the teacher-reported outcomes and research for assertiveness.

1. Which outcome(s) would you like to see in your classroom and why?
2. Would this help students become socially-emotionally engaged, career-equipped, lifelong learners?

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 (especially males)

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 unhealthy 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)

Top 10 Student Outcomes

Identified by teachers who taught **assertiveness**

1. Improved communication
2. Increased ability to express themselves
3. Increased self-reflection/self-awareness
4. Increased confidence in their own abilities
5. Increased ability to seek assistance and supports
6. Improved interactions among students
7. Improved conflict management skills
8. Improved ability to resist peer pressure
9. Improved behavior
10. Reduced incidents of bullying

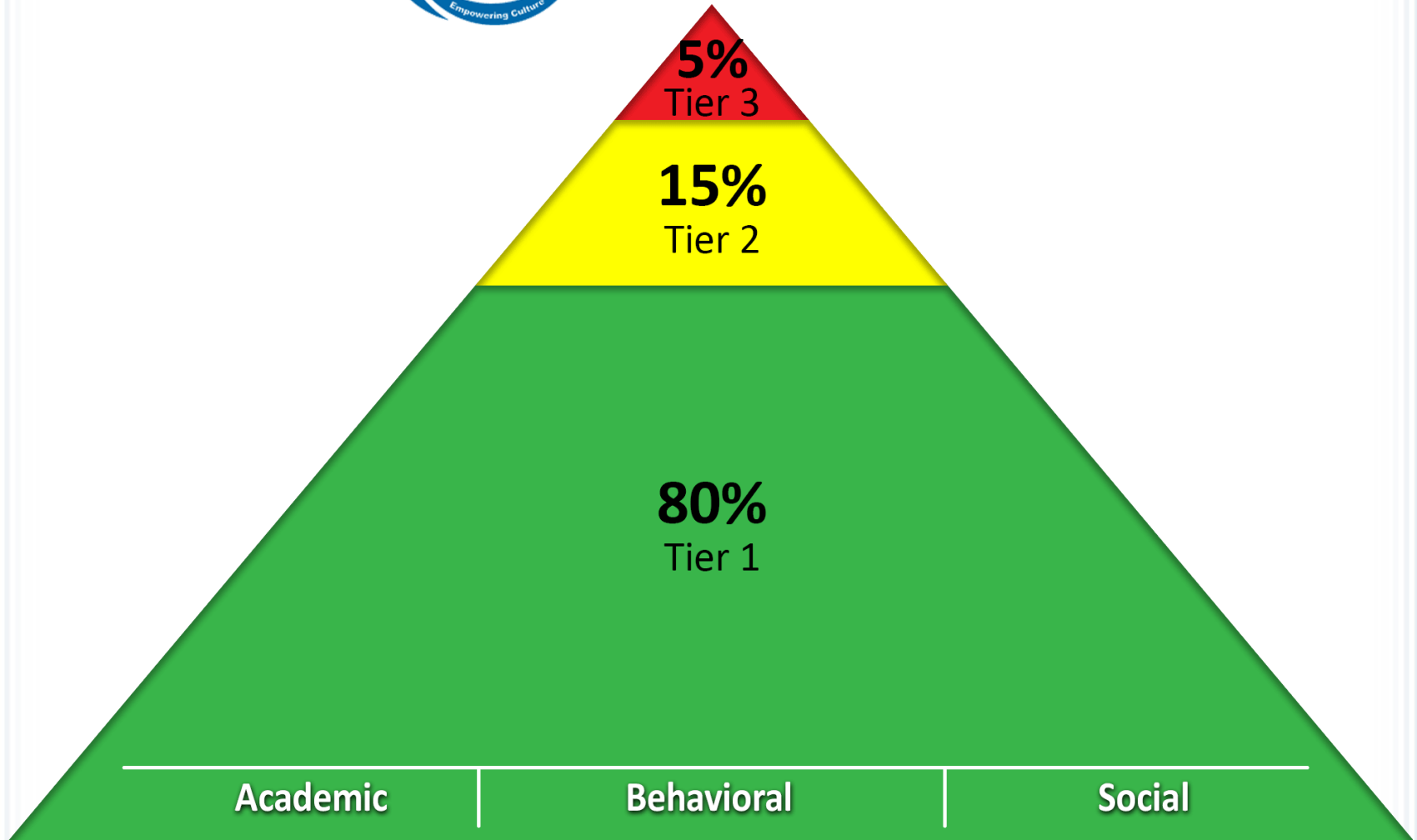
Course-Specific Outcomes

Identified by teachers who taught **assertiveness**

- **Science:** Asking for help more often; less frustrated; sharing opinions and feelings 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



Kansas Multi-Tier System of Supports and Alignment



Moving from Skill to Competency

College & Career Competency Development

Acquisition of Skill

Fluency of Skill

Generalization of Skill

Competency

Instruction

Guided
Practice

Facilitated
Practice

Independent Practice
with Feedback

Independent Life,
College & Career Practice

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.

Competency Sequence:

Development targets for Pre-K to 12

- Provides specific targets for what it looks like for students to demonstrate the competencies
- When working with older students (middle and high school), it shouldn't automatically be assumed that they have already reached the targets outlined in the sequence for lower grade levels – it may be necessary to start with foundational skills for older students as well. This idea is incorporated in our lessons and resources.
- These skillsets are progressive and will take **practice over time** for students to develop

Competency Sequence: Development targets in Assertiveness

College and Career Competency Sequence Pre-K through 12th Grade: Assertiveness

These targets describe how students demonstrate progressive interpersonal skills at each grade cluster. It should not be assumed that students at higher grades have the prerequisite competence from lower grades.

By the end of each grade cluster, each student:

Pre-K	K-2	3-5	6-8	9-12
<ul style="list-style-type: none"> • Demonstrates how to ask for help. • Expresses basic feelings and preferences. • Demonstrates refusal skills and the ability to say, "No." 	<ul style="list-style-type: none"> • Communicates a need or a want to peers and adults in a respectful manner. • Asks for help from an adult for a challenging situation. • Demonstrates respectful refusal skills. • Makes assertive statements paired with body language and tone of voice that match the statement. 	<ul style="list-style-type: none"> • Describes assertive, passive, and aggressive behaviors. • Demonstrates verbal and non-verbal communication for assertiveness. • Defines assertiveness (the ability to express wants, needs, and thoughts while respecting what others want, need, and think) and provides examples. • Demonstrates assertive statements during collaborative learning. • Explains how assertiveness is important for current and future life. • Demonstrates the ability to express feelings in a respectful manner. 	<ul style="list-style-type: none"> • Rephrases aggressive and passive statements into assertive statements (with prompts). • Determines personal boundaries and generates assertive statements to apply if boundaries are compromised. • Demonstrates the ability to respond to different points of view respectfully. 	<ul style="list-style-type: none"> • Demonstrates verbal and written assertive statements. • Predicts how increased assertiveness would affect outcomes of various situations. • Explains how assertiveness relates to conflict management and empathy. • Demonstrates assertiveness in various situations (e.g., teaming, social interactions, seeking support).

Assertiveness

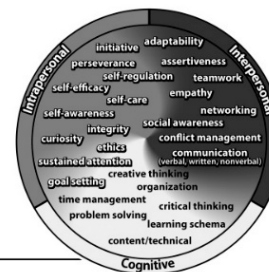


Even when it's difficult,
express my wants,
needs, and thoughts



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

CCC College & Career Competency
FRAMEWORK
CCCFramework.org

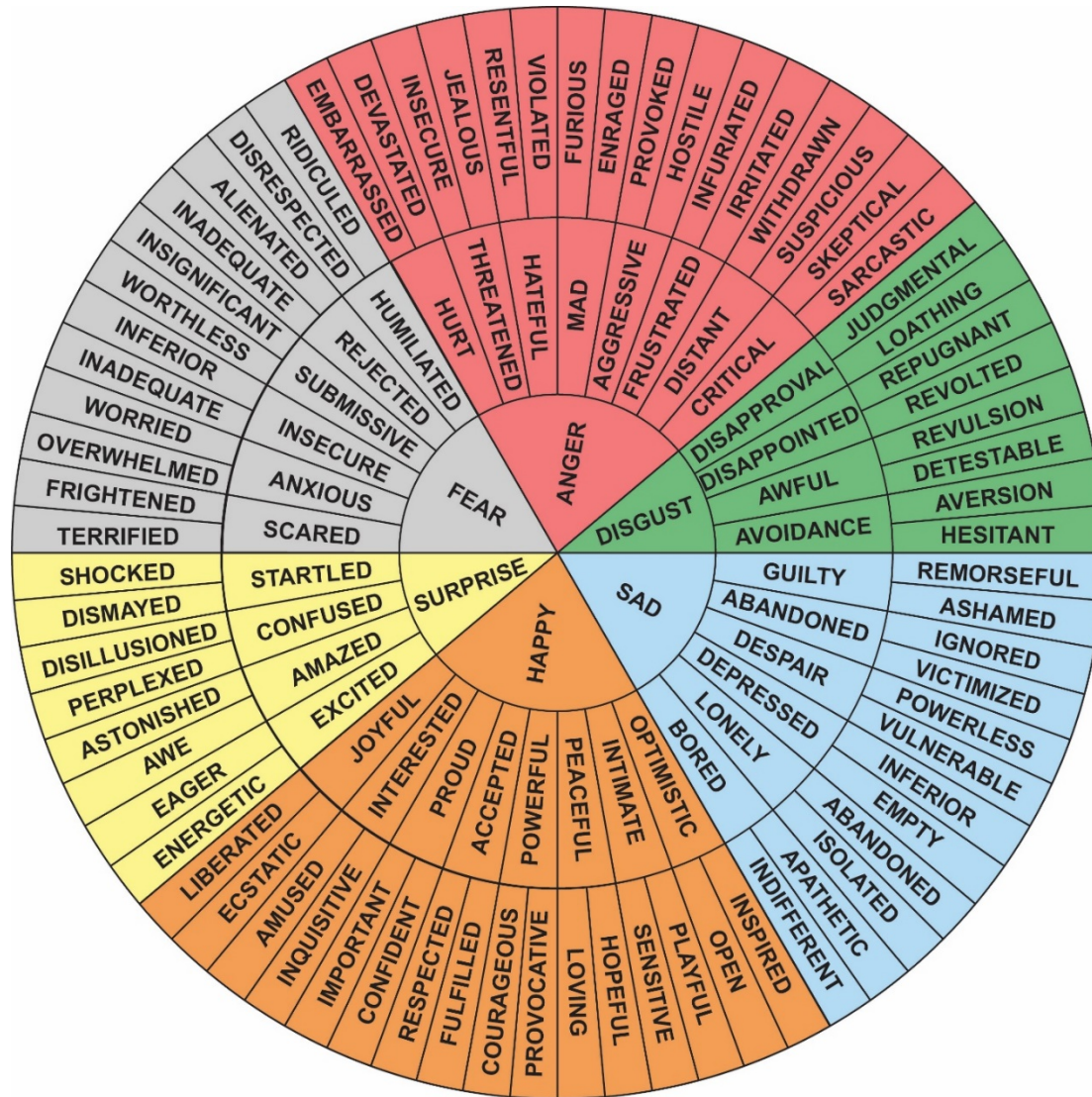


© 2016 Amy Gaumer Erickson and Patricia Noonan

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 (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 yourself from groups	Participating in groups	Controlling groups
Agreeing with others despite your personal feelings	Expressing your feelings honestly but respectfully, and considering the feelings of others; keeping to the point	Considering only your own feelings and/or making demands of others
Valuing yourself less than others	Valuing yourself equal to others	Valuing yourself more than others
Hurting yourself to avoid hurting others	Trying to hurt no one (including yourself)	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 your own, and generally reaching those goals without hurting others	Reaching goals, but hurting others in the process

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

Feeling Words Wheel



Reproduced with permission from the publisher, Thinkmap, Inc. Copyright ©1998-2018 All rights reserved. Further reproduction is prohibited without Thinkmap, Inc.'s written consent. For more information, visit <https://www.vocabulary.com>.

Protective Assertion (Boundaries)

- People may not: _____ (e.g., gossip about others, call me names, touch me unless I say it's okay, take my things)
- If I don't want to, it's okay for me to: _____ (e.g., leave the uncomfortable situation, skip a party, choose someone else to ride home with, not be friends with someone anymore, etc.)

Rules for Speakers & Guidelines for Paraphrasing (Listener)

Speakers:

- Explain a real dilemma—possibly with a student or parent.
- Relate events, results, and feelings; do not blame others.
- Provide a couple sentences at a time and then pause for the listener to paraphrase.
- After the listener paraphrases, continue to explain and pause until the whole situation is described in detail.

Listeners:


- After the speaker says a couple sentences and pauses, paraphrase (restate) what you heard without providing additional thoughts or information. Use the *Guidelines for Paraphrasing*. Repeat this process until the speaker seems finished describing the situation.
- Ask, “Is there more?” The speaker has the opportunity to continue with the listener paraphrasing until he or she is done.
- Summarize the situation, using the following template: “So what I hear you saying is _____. And you’re feeling _____. And you’re thinking about doing _____. Did I understand correctly?” If the speaker indicates a misunderstanding in your paraphrasing, allow them to re-explain.
- As the listener, you should not at any time:
 - give advice,
 - offer solutions to a problem, or
 - tell the person what you would do

3-Part Assertive Statements

- **Part 1:** An empathy statement, or indication that you understand another person's perspective and feelings.
- **Part 2:** The rationale behind your action/request. 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:** A coherent, direct statement of what you want to happen. Be clear and detailed.

Anticipating Outcomes of Communication Styles

Scenario: *Peter's mother-in-law criticizes his parenting decision on Facebook. Peter responds asking what she knows about good parenting.*

Using the arrow, mark where Peter's behavior falls on the spectrum of passive, assertive, and aggressive.	Passive Assertive Aggressive 
Predict what will happen next.	
What could Peter have done to be more assertive?	
If he was more assertive, predict what would happen next.	

Activity: Hear from a Teacher

In groups of 3-5, review the teacher reflection video(s) specific to your competency (i.e., assertiveness, self-regulation, or self-efficacy) by going to <http://cccframework.org>, and clicking on **Learn More from Educators Doing the Work**.

[Direct link <http://www.cccframework.org/videos.html>]

Discuss for 3-minutes:

How did the teacher embed competency instruction and practice? What student impact(s) did the teacher observe?

Competency-Specific Resources

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

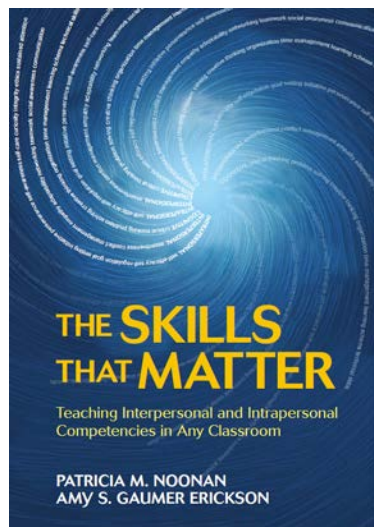
Definition:
Self-efficacy refers to perceptions an individual has about his/her capability to perform at an expected level and achieve goals or outcomes. It is shown to influence academic motivation, learning, and achievement (Pajares, 1996; Schunk & Pajares, 2008).

Essential Components for Students:

1. Self-efficacy increases with the belief that ability can grow with effort.
2. Believe in your ability to meet specific goals and/or expectations.

Research:

- Students with higher levels of self-efficacy will engage more, work harder, and persist longer when they encounter difficulties (Zimmerman, 2002).
- Academic self-efficacy, which is related to academic demands, is a student's confidence in his/her ability to successfully execute an academic task. Low academic self-efficacy can lead a student to give up early on a difficult task. Conversely, high academic self-efficacy can lead a student to persist longer on a difficult task.



THE SKILLS THAT MATTER

Teaching Interpersonal and Intrapersonal Competencies in Any Classroom

PATRICIA M. NOONAN
AMY S. GAUMER ERICKSON

Knowledge Tests

Self-regulation Assessment

Student Number: _____ Grade Level: _____

1. Define self-regulation in your own words.

2. List or describe each of the four essential components (main parts) of self-regulation.

3. Scenario 1: You're having trouble understanding the current unit in your math class. You haven't done well on the first couple of quizzes, and your overall grade has dropped. You want to understand the material and improve your grade. There are 6 homework assignments and 2 more quizzes before the unit test. You have already made a detailed plan for how to accomplish your goal, which includes 1) reviewing your notes or watching instructional videos for 10 minutes each night, 2) doing three practice problems and checking your answers prior to completing your assignment, 3) skipping with a classmate for help whenever you have trouble with the practice problems, and 4) working on math before other homework.

From the options below, what is the best way to proceed now that you've learned how self-regulation can help you figure out if you are on track or if you need to make changes?

- a. You'll keep track of whether you are starting to get more answers correct when you're doing the practice problems. You'll also track your overall grade in the

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	1	2	3	4	5	Very like me
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"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If an important test is coming up, I review 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 new, 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 a big assignment.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. There are usually 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"/>
12. I often lose track of time.		<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questionnaires

Teacher Guides

Conflict Management

Know your usual response to conflict

Know the reasons for the conflict

Take steps to manage the conflict

Posters

CCCframework.org

TEACHING ASSERTIVENESS

IN MIDDLE AND HIGH SCHOOL CLASSROOMS

Patricia M. Noonan
Amy S. Gaumer Erickson

Lesson Plans

COLLEGE & CAREER COMPETENCY FRAMEWORK

CCCframework.org

ResearchCollaboration - 2mo

Self-Efficacy Exploration Resources

A collection of resources for developing student self-efficacy.

General Self-Efficacy Resources

CCC Self-Efficacy Poster

Ability can grow with effort

I CAN

Self-Efficacy Poster PDF document

CCC Self-Efficacy Video

Self-Efficacy Uploaded by Research Collaboration on ...

Pre-K/Elementary Resources

The Power of Yet

Sesame Street - Janelle Monae

Sesame Street: Janelle Monae - Power o...

Effort Meter

Neuroplasticity by Synthesis

Middle / High School Resources

Mindset Boosting Videos for Teens

Mindset Boosting Videos Archives - YouTube

Neuroplasticity

Goal Setting

Goal Setting can be taught through instruction & practice

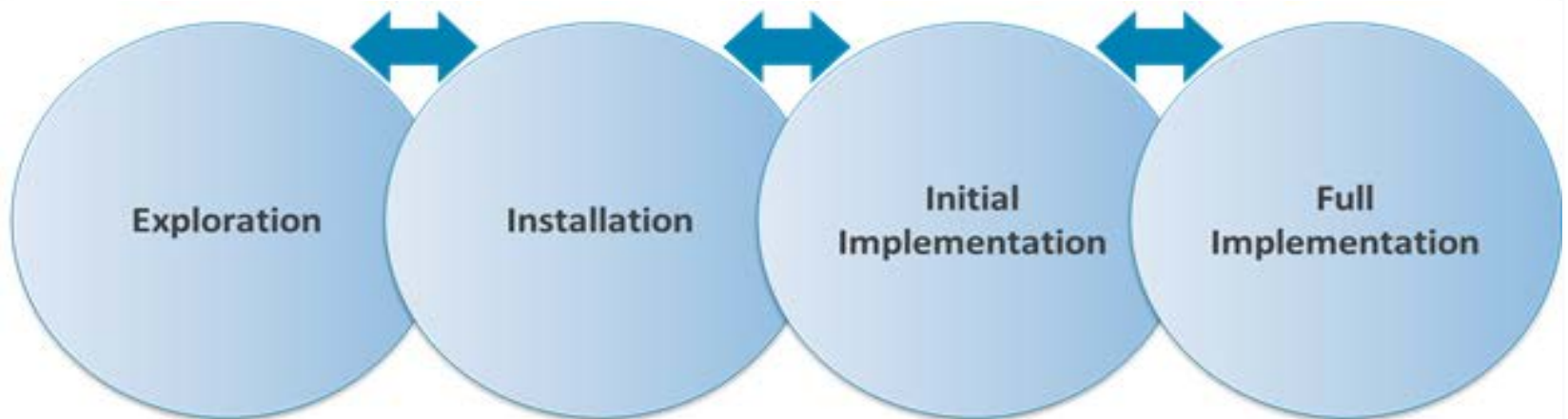
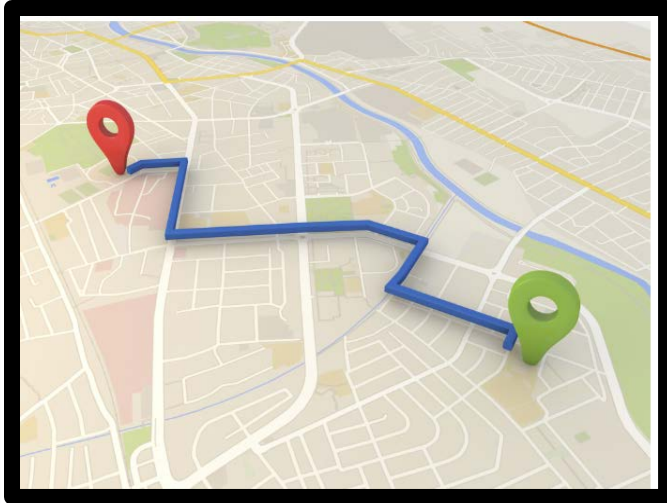
educational attainment post-secondary outcomes

Videos

Padlets

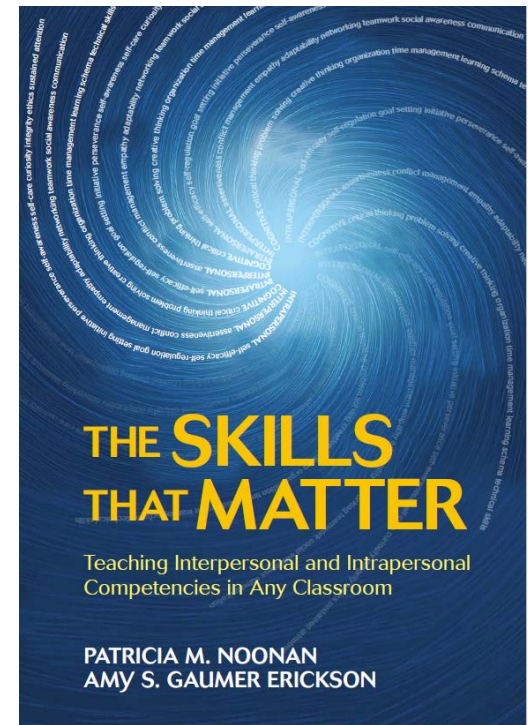
<http://CCCFramework.org>

The *Roadmap*: A Navigation Guide for *Kansans Can Competency Framework* Implementation



The Skills that Matter: Teaching Students Assertiveness in Any Classroom or Setting

<http://CCCFramework.org>



Contact us with any questions you have about
the *Kansans Can Competency Framework*.

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

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