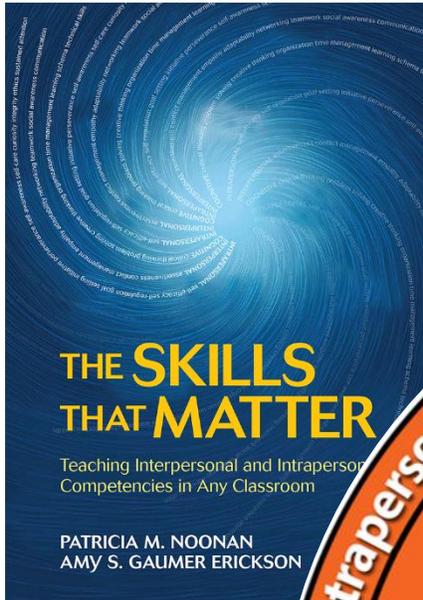


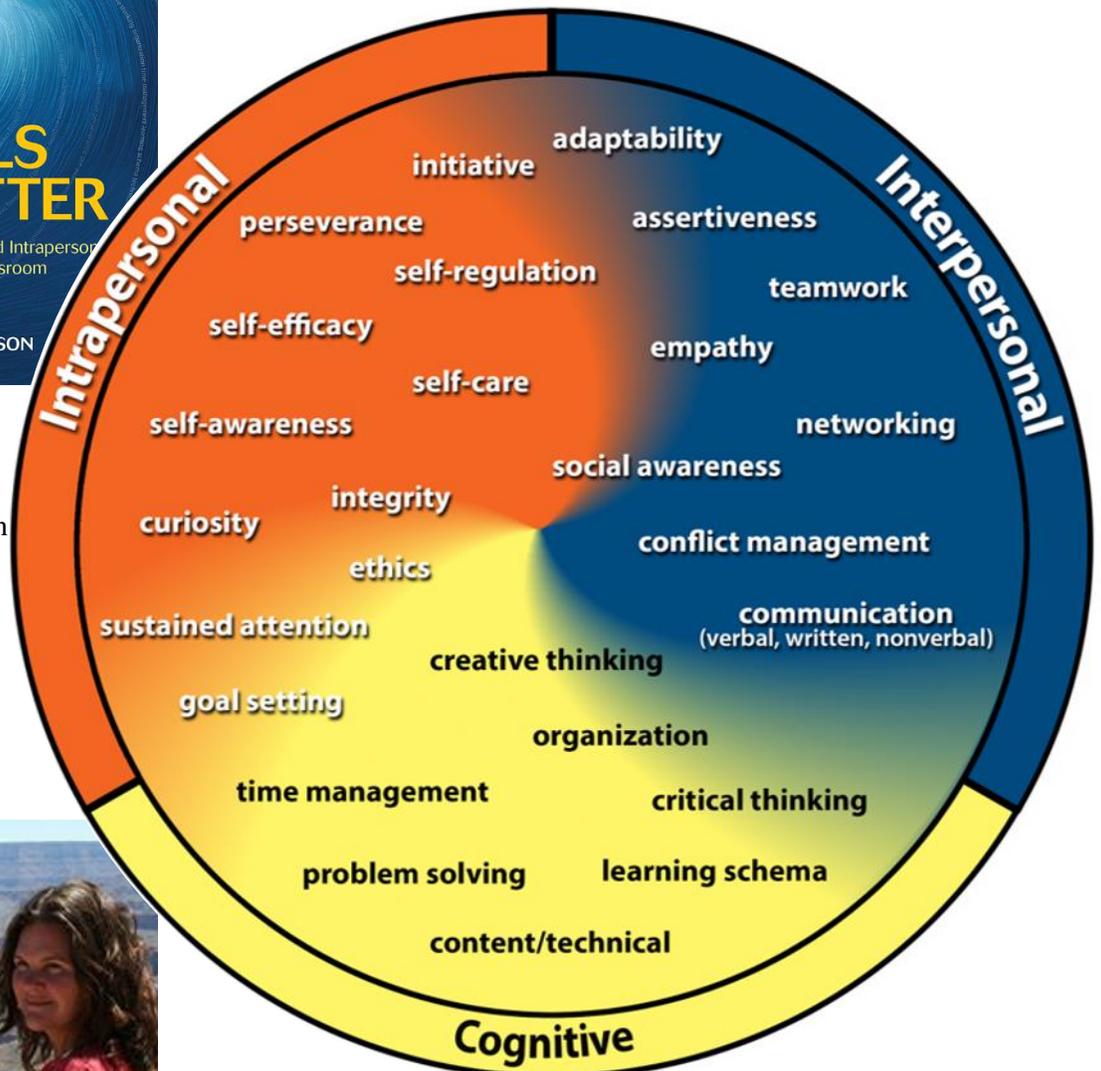
CCC College & Career Competency FRAMEWORK

College and Career Competency Framework Webinar



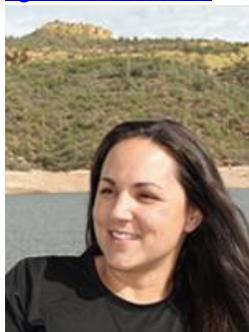
Noonan, P.M. & Gaumer Erickson, A.S. (2018)
The Skills that Matter: Teaching Interpersonal and Intrapersonal Competencies in Any Classroom. Thousand Oaks, CA: Corwin. ISBN: 9781506367332.

Available at <https://us.corwin.com/en-us/nam/the-skills-that-matter/book2556396>.



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www.CCCframework.org

AGENDA

*Before the webinar, please watch the 4-minute CCC Framework Overview video found at <http://cccframework.org>.

Learning Targets

1. I can explain the *College and Career Competency Framework* to a colleague.
2. I can describe the *College and Career Competency Implementation Roadmap*.
3. I have started 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.

Webinar Agenda

- 10 minutes – providing overview of the *Competency Wheel*
- 20 minutes – describing instructional practices that enable students to learn and practice specific competencies
- 15 minutes – detailing the implementation roadmap and free resources

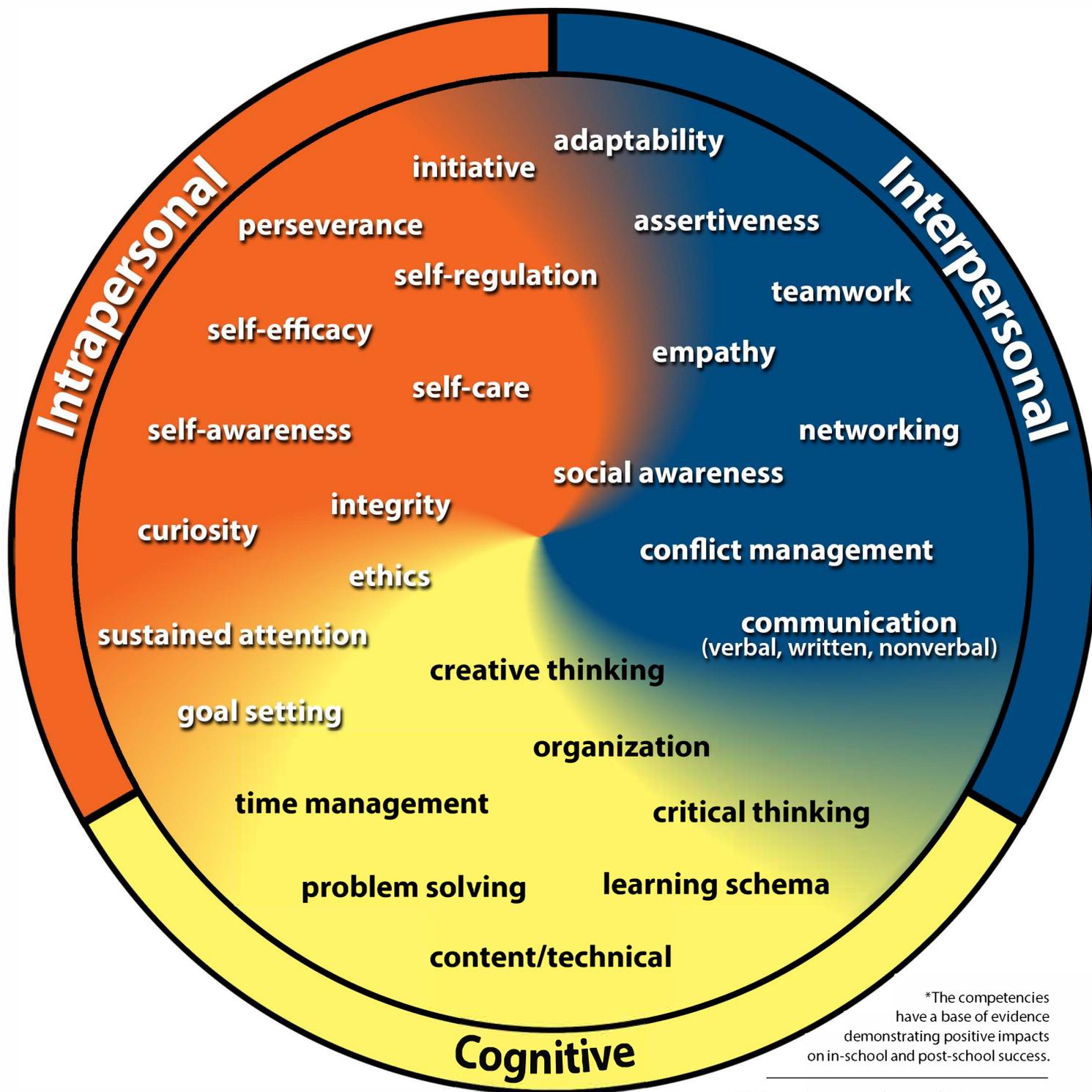
Key Links:

CCC Framework Tools and Resources: <http://cccframework.org>

CCC Questionnaires: <http://www.researchcollaborationsurveys.org/>



College and Career Competency Wheel



*The competencies have a base of evidence demonstrating positive impacts on in-school and post-school success.

● 2013 Amy Gaumer Erickson and Patricia Noonan

For more information, visit:  **College & Career Competency**
FRAMEWORK
CCCFramework.org

Pause & Reflect

(these questions/statements match up directly with the webinar)

Thinking about your personal career path, which 3 competencies had the greatest impact?

Which competencies would you like your students to further develop.

Which competencies make a good leader?

In reference to the research conclusions – which outcomes did you expect and which ones are you surprised to see?

Practice synthesizing – describe to someone next to you or jot down a few key points regarding how the competencies on the wheel were identified and why these competencies are important.

Could a 20-minute lesson on assertiveness address all six instructional criteria? Why or why not.

Per the competency questionnaire, students rate themselves the lowest at PLANNING. Why do you think planning is the lowest?

Out of the top 10 outcomes for self-regulation, which outcome would you like to see improve in your students and why?

Pause & Reflect Continued

What would you like your students to self-regulate?

Share (or write) how you currently support students to self-regulate and what you're going to do in the future to expand instruction and practice in self-regulation.

If students were to be able to be assertive, what other competencies might this impact and why?

What is your definition of learning?

Share (or write) how you currently support students to be assertive and what you're going to do in the future to expand instruction and practice of assertiveness.

WHAT?

Student Competencies

-
-
-

HOW?

Implementation Elements

-
-
-



Successful Adult Outcomes

WHY?

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

-
-
-

- Cognitive
- Socially engaged
- Data-based decision making
- Lifelong learners
- Multi-tier instruction and interventions
- Intrapersonal
- Career-equipped
- Interpersonal
- Effective collaboration

College and Career Competency Implementation Roadmap

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

Installation Stage: The function of the *Installation Stage* is to understand the important concepts, content, and scope of the work and prepare for implementation. Identifying sources for training and coaching, selecting staff, providing initial training for staff, establishing performance assessment (fidelity) tools, and assuring access to materials and equipment are among the aspects that need to be in place before the work can be done effectively (Fixsen, Naoom, Blase, & Friedman, 2005; Saldana et al., 2012). For the implementation of the *College and Career Competency (CCC) Framework*, the *Installation Stage* includes the training of core team members to implement CCC instructional practices and use data to refine CCC instruction.

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 <u>core team</u> , we have:					
7. Included an administrator, counselor, general and special education teachers, and other important roles on the team.					
8. A deep understanding of the <i>CCC Framework</i> (e.g., implementation elements) and specific competencies (e.g., essential components and instructional criteria).					
9. Committed to implementing college and career competencies school-wide across multiple years.					
10. Been supported by district leadership to collaboratively learn and implement college and career competency instruction.					
11. Met regularly and demonstrated high levels of collaboration around implementation of the <i>CCC Framework</i> .					
12. Disseminated information about the <i>College and Career Competency Framework</i> to extended school staff in order to build awareness and promote exploration.					

List the competencies taught to date by the core team:

<u>Competency</u>	<u>Course(s)</u>	<u>Estimated Number of Students</u>	<u>Grade(s)</u>
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Items 13-19 should be considered separately for each competency that has been taught. Instead of using checkmarks, write the abbreviated competency or competencies (e.g., self-regulation can be abbreviated as SR) in the appropriate box.

For each competency taught, our core team has:

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

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 <u>core team</u> , we have:					
20. Facilitated exploration of the <i>CCC Framework</i> 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).					

List the competencies that have been taught to date across content or grade levels and the primary courses in which they have been taught:

Competency

Course(s)

Estimated Number of Students

Grade(s)

Items 25-32 should be considered separately for each competency that has been taught. Instead of using checkmarks, write the abbreviated competency or competencies (e.g., self-regulation can be abbreviated as SR) in the appropriate box.

For each competency identified for focus, the expanded implementation team (e.g., grade level, content area department) has:

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
25. Individually learned how to provide competency instruction and developed an instructional plan.					
26. 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).					
27. 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.					
28. Across time, individually reinforced (e.g., prompted, recognized, praised effort, applied to multiple contexts) students' application of the competency.					
29. Determined students' understanding and demonstration of the competency.					
30. Analyzed student data to determine the impact of instruction.					
31. Reviewed data as a team and used it to refine and extend instruction.					
32. Communicated with families about the competency (e.g., importance, instruction, data, and ways to support development).					

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

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?

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 in 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 (see Page 15).

Email your plan to agaumer@ku.edu for feedback.

Thank you for participating in the *College and Career Competency Framework* webinar!

College and Career Competency Instructional Plan

Directions: Plan competency instruction across time within your course content. Resources (e.g., teacher guide, student questionnaire, video, poster, and padlet) are available at CCCFramework.org.

Name: _____ **School/District:** _____

Setting <i>i.e., course title and grade level(s)</i>	
Competency & Components	
Results: <i>What would you like students to improve as a result of competency instruction? Be specific (e.g., better understanding of content, increased engagement, improved relationships, better quality and timeliness of assignments).</i>	
Address each of the following six instructional criteria.	
1. How will you provide instruction that facilitates <u>students' understanding</u> of the competency and components?	
2. How will you guide students to determine how the competency <u>applies to them personally</u> (e.g., in school, relationships, career, college)?	
3. How will you facilitate <u>students' reflection on their strengths and challenges</u> related to the competency components?	
4. How will you have students <u>practice the competency</u> , including each component, over time?	
5. How will you provide <u>feedback to students</u> throughout their practice of the competency components?	
6. How will you <u>facilitate students' reflection</u> on their development of competency components?	
Remember to reinforce students' competency development on an ongoing basis. Prompt students to apply competency components and re-teach when needed. Recognize and praise effort in demonstrating the competency. Facilitate discussions applying the competency in other settings, such as community, extracurricular activities, or employment. Make connections between competencies.	