

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

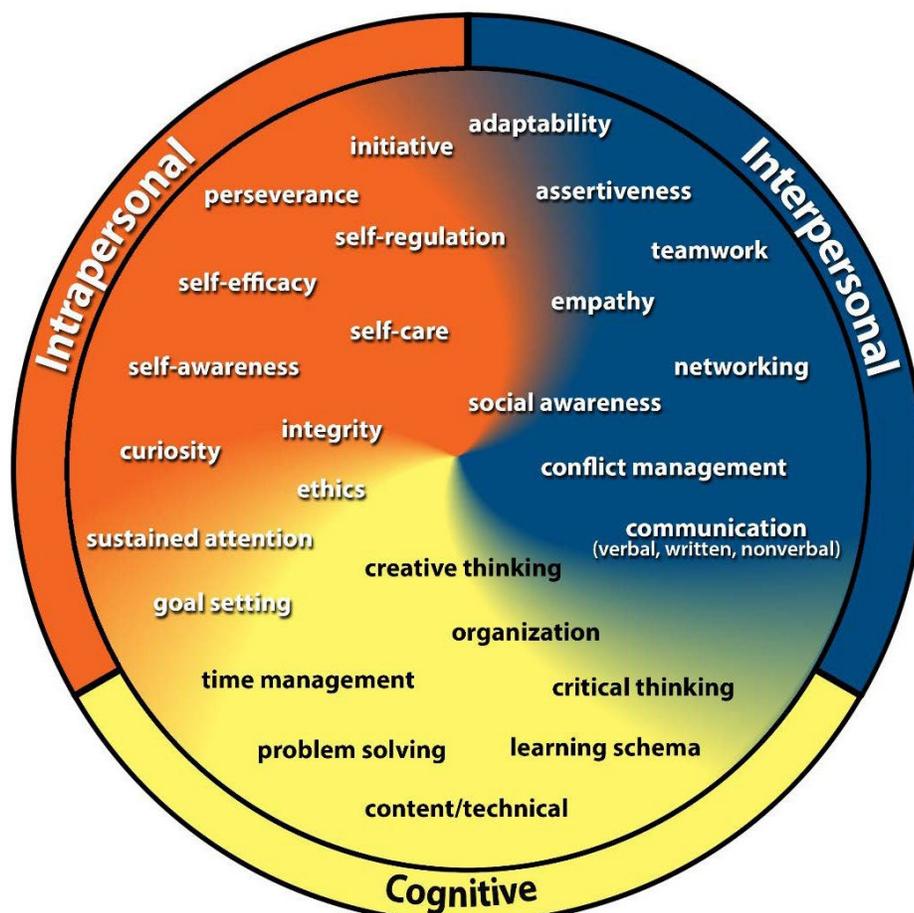
Organized into **three domains**  
 (intrapersonal, interpersonal,  
 and cognitive), the  
**Competency Wheel**  
 categorizes competencies that  
**all students need** in order  
 to be college and career ready.

**For more information**  
 on supporting educators to  
 systematically build college and career  
 competencies school-wide, email:

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*The College and Career Competency (CCC) Framework* is grounded in research, aligned to CASEL's SEL Framework and 5 interrelated areas of competence, and supports foundational skill development for student success.

The *Competency Framework*, developed by **Drs. Amy Gaumer Erickson and Pattie Noonan** at the University of Kansas, 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 Competency Wheel includes 26 specific competencies categorized in three domains. Professional development, including on-site and virtual districtwide training and coaching, is provided on four foundational competencies: **Assertiveness**, **Conflict Management**, **Self-Efficacy**, and **Self-Regulation**. Learn more about professional learning options at <https://www.cccframework.org/professional-learning/>.

[CCCframework.org](http://CCCframework.org) provides research-based instructional resources, including lessons and student workbooks, research guides, videos, and assessments. Through ongoing virtual and face-to-face professional development, educators are empowered to systematically teach social-emotional skills and academic learning standards simultaneously, thereby improving academic achievement, engagement, and outcomes.

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

### ***Competencies are Teachable***

Educators can provide direct instruction to build students' knowledge, facilitate guided practice to develop students' fluency, and create opportunities for independent practice with ongoing feedback to promote students' proficiency and generalization. By teaching social-emotional competencies, we help students develop their abilities while also teaching them to know when and how to use these skills, making the learning transferable and applicable to academic, employment, and social environments.

### ***All Students Need Competency Instruction***

Through a schoolwide, collaborative, data-driven system of support, the *Competency Framework* promotes the instruction of evidence-based social-emotional skills embedded within content-area curricula and reinforced schoolwide, supporting positive in-school and post-school outcomes for all students.

### ***Competency Instruction is Systematic and Collaborative***

Competencies cannot be absorbed through the normal school structure without purposeful instruction. Teachers provide initial instruction (lessons and student workbooks available at [CCCframework.org](http://CCCframework.org)) and then facilitate numerous opportunities for students to practice competency components within course content. Competencies are reinforced schoolwide through discipline systems, electives, extracurricular opportunities, community involvement, and family engagement. This systematic implementation is supported through professional development and coaching from Recognized Trainers.

### ***Data Informs Competency Instruction***

Educators who purposefully provide competency instruction regularly ask themselves questions related to their 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 further 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 a student needs assessment, formative questionnaires, knowledge and situational judgement tests, performance-based observations, and performance-based reflections. Learn more and access the assessments at <https://www.cccstudent.org/>.

*Competency Framework* assessments are formative measures designed to guide students’ reflection and educators’ instruction. These assessments guide decision-making regarding direct instruction to build students’ knowledge, guided practice to develop students’ fluency, and independent practice with ongoing feedback to promote students’ proficiency and generalization. **All assessments are free** for educational professionals to administer if utilizing the results for skill development and program improvement.

Educators can launch the assessments and view student results by creating an account on <https://www.cccstudent.org/> and following the instructions (provided in a how-to video on the website). This website is free and available to all educators. To promote individual reflection, students receive their summarized, color-coded results immediately after completing the assessment. Educators can view results for individual students, view aggregate results, and download a raw data file in MS Excel. In addition to the brief how-to video for accessing and launching the assessments, technical guides are available for each assessment with reliability and validity data, including internal consistency, content validity, substantive validity, fairness, structural validity, generalizability, and consequential validity. The student assessments are written at a sixth-grade reading level. Accommodations should be provided when appropriate and may include reading the items aloud, explaining the items, or having a scribe fill in the response option. The performance-based observations are appropriate from pre-kindergarten through 12<sup>th</sup> grade.

### Competency Framework Needs Assessment

The Competency Framework Needs Assessment is designed to measure students’ overall level of self-identified proficiency in a set of 18 intrapersonal and interpersonal competencies that are important for in-school and post-school success. These competencies comprise the intrapersonal and interpersonal domains of the *Competency Wheel*. Students use the results to reflect on relative strengths and areas for improvement. Educators analyze the Needs Assessment results to prioritize their efforts, focusing on those competencies for which their students need the most improvement.

### Knowledge & Situational Judgement Tests

These curriculum-based measures assess students’ knowledge of competency-specific constructs and judgement of the most effective course of action when applying these constructs. These tests include multiple choice, true/false, and short answer items. The knowledge and situational judgement tests are directly aligned with lessons provided in *Teaching Assertiveness, Conflict Management, Self-Efficacy & Self-Regulation in Middle and High School Classrooms* (lessons with accompanying student workbooks available for purchase at <https://transactions.sendowl.com/packages/832642/4E77BF10/view> ). These assessments can be used as pre/posttests to measure gains in knowledge when administered before and after teaching each intrapersonal or interpersonal competency.

Skill/Competency	What is it?	Not very like me <span style="display: inline-block; width: 100px; border-bottom: 1px solid black;"></span> → Very like me				
		1	2	3	4	5
Curiosity	Seeking information to fill knowledge gaps, and welcoming new experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	Taking action without having to be told.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	Behaving according to principles you believe in such as trust, honesty, respect, or justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perseverance	Continuing to work on challenging tasks and goals over time, even when it’s tough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Awareness	Reflecting on experiences to understand your strengths, interests, and challenges and then using that knowledge about yourself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Care	Understanding things that impact health and taking action to stay physically and mentally healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Efficacy	Believing in your ability to accomplish challenging tasks and that your ability can grow with effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Regulation	Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustained Attention	Managing distractions in order to focus on the information you need to complete a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal Setting	Focusing on your own improvement by identifying goals that are important to you and based on data or input.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptability	Changing your thoughts or behaviors to respond to new information or changing circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assertiveness	Even when it’s difficult, expressing your wants, needs, and thoughts while respecting others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict Management	Knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	Sharing your thoughts through speaking, writing, and gestures; understanding others when they share.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathy	Trying to understand others, and then showing your understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking	Getting to know people and making connections, using the connections you make when you need help, and supporting others when they need help from you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Awareness	Trying to understand social rules for various situations, and then using that knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	Working with others by sharing ideas, respecting fellow teammates, and doing your fair share of work to accomplish a common goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Formative Questionnaires

These self-report measures ask students to rate competency-specific behaviors on a 5-point Likert type scale from *not like me* to *very like me*. Using automatically generated results, each student reflects on his or her performance of skills that comprise the competency components. The component results are displayed as percentages, promoting interpretation similar to traditional grading methods. Color-coded responses for each item further focus attention on specific behaviors that can be improved. Formative questionnaires are available for the intrapersonal competencies of **Self-Efficacy, Self-Regulation, and Goal Setting** and for the interpersonal competencies of **Assertiveness, Conflict Management, Empathy, and Networking**.

### Performance-Based Observations

These assessments, derived from the Competency Sequence ( <https://ksdetasn.org/competency/prek-12-kansas-competency-sequence> ), are designed to be embedded within authentic situations such as academic courses and extracurricular activities. Based on observations across time or in specific situations, the educator rates each student's competency-specific demonstrable behaviors on a scale (*Beginning*: Not yet able to demonstrate; *Emerging*: Able to demonstrate when prompted; *Proficient*: Demonstrates independently in most observed situations; or *Advanced*: Demonstrates independently and consistently across diverse situations, teaches/prompts others). If the educator has not had the opportunity to observe the behavior performed by an individual student, *N/A* can be selected. Performance-based indicators are provided in grade-band clusters from pre-kindergarten through 12<sup>th</sup> grade in **Self-Regulation, Self-Efficacy, Self-Awareness, Assertiveness, Conflict Management, and Empathy**.

**Performance-Based Reflections** These assessments, directly aligned with the performance-based observations, promote students' reflection on their demonstration of competency-specific behaviors within authentic situations. Using a rubric, students self-assess their behavior related to a specific task or project (see example Self-Regulation rubric). This assessment can be completed frequently to promote reflection on the link between competency development and classroom performance.

Component	Limited Self-Regulation	Moderate Self-Regulation	Substantial/Thoughtful Self-Regulation
Planning	I didn't do much planning. I may have thought about it a little.	I thought about what I needed to do to accomplish this. I may have written down a little.	I planned this out with the details I needed to accomplish it. I thought about my past self-regulation efforts to make a plan that would work well for me.
Monitoring	I didn't do much to track my progress. I may have thought about it a little.	Occasionally, I thought about my progress in accomplishing the task and the effort I put into it. Other people may have reminded me to monitor my progress.	I monitored along the way, making sure I was on track to accomplish it and thinking through the effort I put into it.
Adjusting	I didn't really adjust my plan even when I should have.	I thought through some of the things that were getting in my way when I got off track.	I adjusted as needed to stay on track or modified my plan to accomplish this. I thought about what was getting in my way when I got off track and made changes to address the issue.
Reflecting	I didn't reflect throughout the process. I may have reflected a little at the end.	Occasionally, I reflected on my effort and my progress. I may have reflected on my learning.	I reflected throughout the process on my effort, my progress, and my learning.



HOME | How To | Login

Actions

- Take a Survey
- Login
- New User
- cccframework.org
- Report a Technical Issue

Please note: This site is currently in beta testing. If you notice a problem, please report it using the button above.

HOME

Welcome to CCCstudent.org

This program is the [cccframework.org](https://cccframework.org) web-developed to support educators in collecting and analyzing data on students' social-emotional skills and needs. The assessments provide educators with students' reflection on their strengths and areas for improvement related to intrapersonal and interpersonal competencies. As well as provide educators with data to inform instruction and monitor students' development.

Assessments within this suite measure:

- Proficiency:** Are students increasing their self-awareness and accurately analyzing their own competencies? (the self-discovery type of assessment, a questionnaire).
- Knowledge:** Are students increasing their knowledge of social-emotional concepts? (the use the term, knowledge test, to describe these assessments).
- Skills:** Are students increasing their skills in the intrapersonal or interpersonal competency? Skills are measured through observational data embedded into narrative activities, including structured judgement assessments. Curricular resources are available at <https://cccframework.org>.
- Application of Skills:** Are students applying their skills across environments and endeavors? This type of assessment, performance-based assignments completed by teachers and performance-based reflections completed by students, measure the application of competency-specific skills.

To learn more about our assessments, watch this 13-minute [video](#).

Technical guides include background on the constructs, administration procedures, validity and reliability evidence, recommended uses of the results, and descriptions of the assessment items. The technical guides are organized into domain, intrapersonal and interpersonal competencies.

**Assertiveness Assessments**

**Create a login and begin launching questionnaires today!**

# Competency-Specific Resources

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

**Definition:**  
 Self-efficacy refers to perceptions an individual has about his or her capabilities to perform at an expected level, achieve goals, and complete moderately challenging tasks (Bandura & Goomer-Erickson, 2018, p. 120).

**Essential Competencies for Students:**

## Research Guides

- Students who perform well on a difficult task. Conversely, high academic self-efficacy can lead a student to willingly take on and persist with difficult tasks (Bandura, Venk, Martinez, & Kim, 2013; Bandura, 1998; Schuck & Pajares, 2016).
- Research shows that self-efficacy can predict academic achievement, use of appropriate social skills, positive career selection, challenging career choices, and educational attainment (Bandura, 1998; Bandura & Pajares, 2008; Schuck, 2016).
- Research on performing tasks increases self-efficacy, and future success is measured when strong self-efficacy is established, future success will provide a positive feedback loop.
  - A student's high self-efficacy, for example, when starting a new assignment, will be driven by the student's goal of receiving good grades and receiving positive feedback that motivates them to perform better on their next assignment.
- Students develop self-efficacy through their own experiences. Students who receive positive feedback on their work will have higher self-efficacy. Students who receive negative feedback on their work will have lower self-efficacy. Students who receive mixed feedback on their work will have mixed self-efficacy. Students who receive no feedback on their work will have no self-efficacy.

**Self-Regulation**

**Make a plan**

**Monitor your plan**

**Adjust as needed**

**Posters**

**better? worked**


  
 College & Career Competency  
 Framework

## Self-Efficacy

will benefit students in high school, college, and in their careers.



## Videos

### Self-Regulation Questionnaire

Please CHECK ONE response for each number on the scales. After the information will be used to help you learn how to prepare for college and career. There are no right or wrong answers!

Number	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I understand my own strengths and weaknesses.					
2. I am confident in my ability to succeed in my studies.					
3. I am confident in my ability to succeed in my career.					
4. I am confident in my ability to succeed in my life.					
5. I am confident in my ability to succeed in my relationships.					
6. I am confident in my ability to succeed in my community.					
7. I am confident in my ability to succeed in my work.					
8. I am confident in my ability to succeed in my personal life.					
9. I am confident in my ability to succeed in my overall life.					
10. I am confident in my ability to succeed in my future.					

## Questionnaires

ResearchCollaboration • 274  
**Assertiveness Exploration Resources**  
 A collection of resources for developing student assertiveness.

**General Assertiveness Resources** | **Pre-K/ Elementary Resources** | **Middle/ High School Resources**

**Assertiveness Lessons**



This set of eight assertiveness lessons (30-page PDF) for middle and high school students range from 20-40 minutes. The lessons are designed to be modified by teachers in order to be relevant and appropriate to school context and student needs. The lessons

**Elementary Research**



## Padlets

**TEACHING ASSERTIVENESS** | **TEACHING CONFLICT MANAGEMENT** | **TEACHING SELF-REGULATION** | **TEACHING SELF-EFFICACY**

**ASSERTIVENESS STUDENT WORKBOOK** | **CONFLICT MANAGEMENT STUDENT WORKBOOK** | **SELF-REGULATION STUDENT WORKBOOK** | **SELF-EFFICACY STUDENT WORKBOOK**

**Lessons**