College and Career Competency Sequence: Self-Regulation

These targets describe how students demonstrate progressive intrapersonal skills at each stage. By the end of each stage, each student:

DEVELOPING

- Demonstrates the ability to create a simple plan and immediately reflect on the implemented plan.
- Describes and chooses simple strategies for self-calming.
- Plans and practices ignoring some distractions during a task, resulting in increased focus.
- Demonstrates the ability to create a plan to accomplish a task or set of tasks.
- Follows multistep, teacher-created plans.
- Identifies ways to get back on track when distracted.
- Develops a plan (with teacher guidance) to self-regulate for common challenging situations.
- Predicts how various actions/decisions would affect outcomes.

EMERGING

- Describes self-regulation components (i.e., plan, monitor, take control and make changes, and reflect).
- Explains self-regulation strengths and areas for improvement related to specific situations (e.g., assignments, technology, social interactions).
- Demonstrates the ability to make increasingly detailed plans to accomplish tasks.
- Identifies potential barriers to plan completion using if–then statements.
- Monitors progress of efforts over time.
- Reflects on success of effort.

DEMONSTRATING

- Applies self-regulation components to short-term personal and academic goals.
- Creates a plan (detailed set of actions), then monitors progress and effort, makes changes as needed, and reflects in a variety of specific situations.
- Reflects on strengths, challenges, effort, and outcomes related to self-regulation in specific situations.
- States how self-regulation applies to current and future life.
- Identifies connections between self-regulation and other competencies.

GENERALIZING

- Defines the self-regulation concepts "proactive," "self-directed," "process," and "attainment."
- Self-regulates in multiple settings (e.g., virtual, academic, and social) related to various situations (e.g., long-term projects, personal goals, career development).
- Explains how self-regulation relates to self-efficacy and assertiveness.

Noonan, P. M., & Gaumer Erickson, A. S. (2018). College and Career Competency Sequence. https://www.cccframework.org/

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