

The Kansans Can Competency (CCC) Framework

WHAT?

Student Competencies

- Intrapersonal
- Interpersonal
- Cognitive

HOW?

Implementation Elements

- **Multi-tier Instruction and Interventions** *(Tier 1, all students focus)*
- **Data-based Decision Making**
- **Effective Collaboration**

**Successful
Adult Outcomes**

WHY?

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

- **Socially Engaged**
- **Career-equipped**
- **Lifelong Learners**

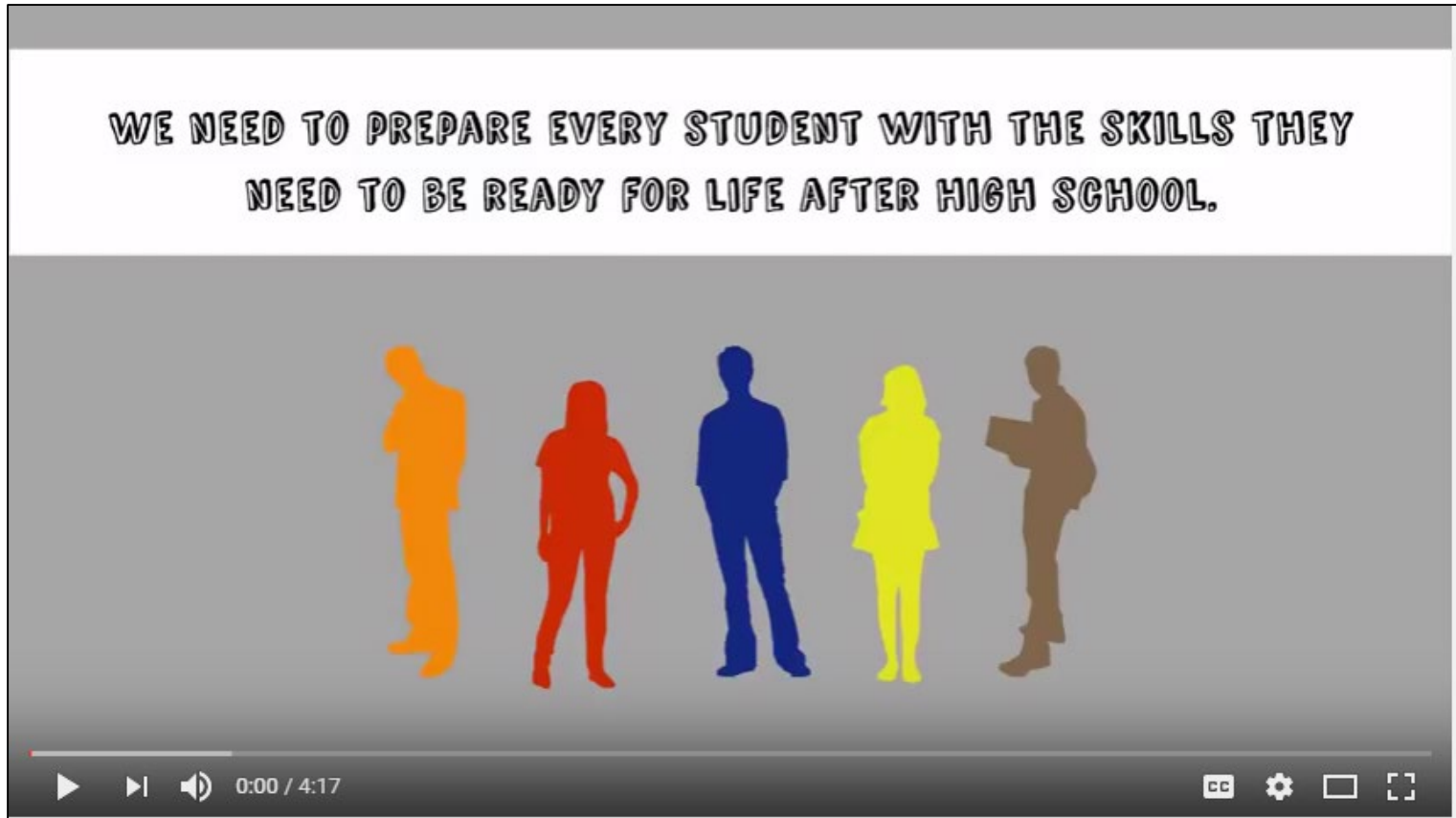


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Resources.CCCFramework.org

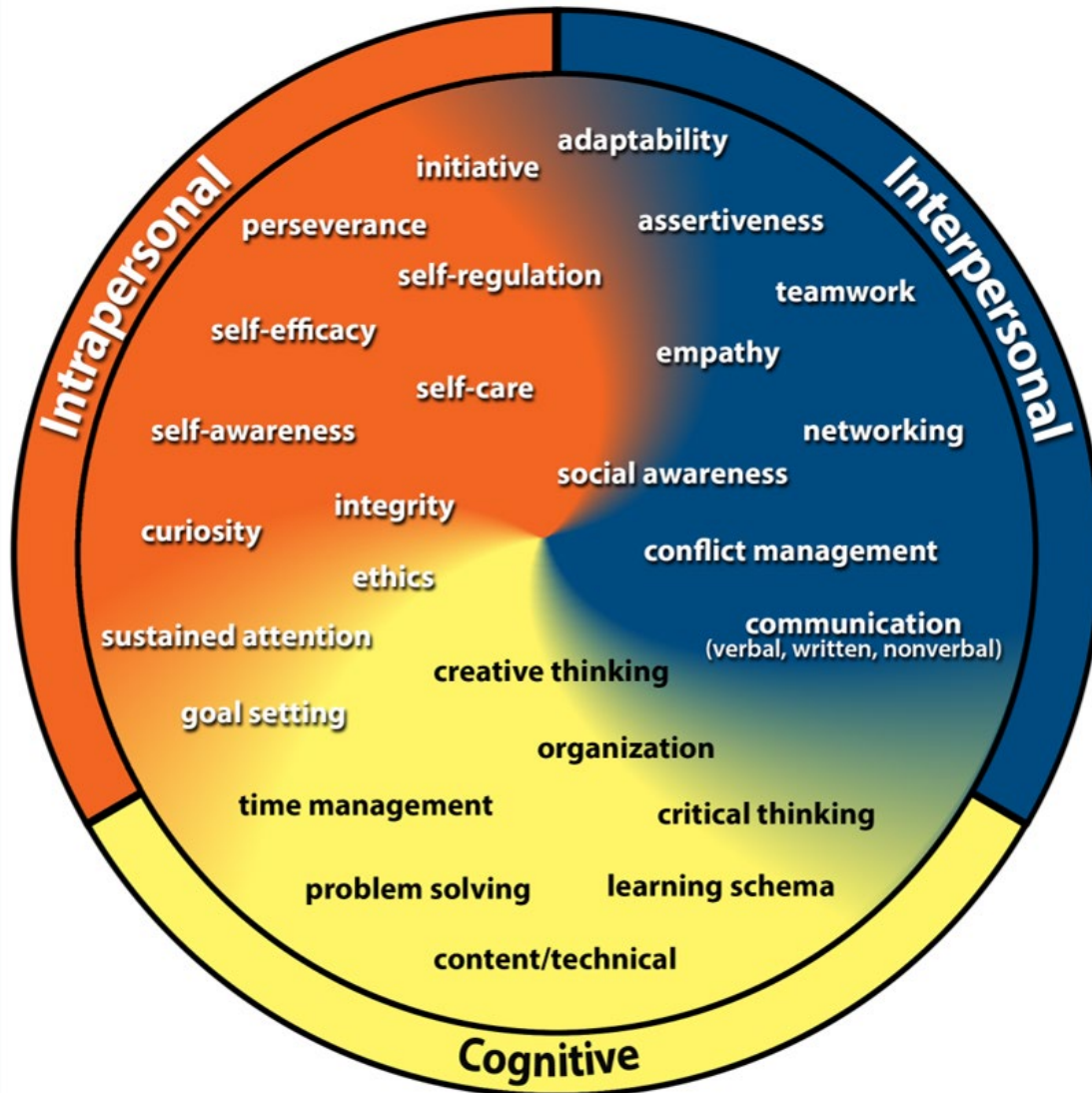
Gaumer Erickson, A.S. & Noonan, P.M. (2012). College and Career Competency Framework. Lawrence KS: University of Kansas, Center for Research on Learning.

CCC Framework Video



www.cccframework.org

College & Career Competency Wheel



Gaumer Erickson, A.S., Soukup, J.H., & Noonan, P. (2016). *College & Career Competency Wheel* (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press.

Competency-Specific Resources

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

Definition:
Self-efficacy refers to perceptions an individual has about their 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, 2001).

Essential Components for Students:

- Self-efficacy increases with the belief that ability can grow with effort.
- 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, 2000).
- Academic self-efficacy, which is related to academic students, 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 on a particularly difficult task. Conversely, high academic self-efficacy can lead a student to willingly take on and persist with difficult tasks (Morse, Nells, Martinez, & Kirk, 2012; Schunk, 1991; Schunk & Pajares, 2001).
- Research shows that self-efficacy can predict academic achievement, use of appropriate social skills, rigorous course selection, challenging career choices, and emotional athletic performance across age levels (Briener & 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 driven by the student's self-perceived ability, attitude, and prior experiences. Progress toward goals signals to the student that he/she is becoming more skilled. This, in turn, serves to increase the student's self-efficacy.

or ways of perceiving oneself in relation to learning and intellectual work that support academic performance" (p. 116). Academic students can be positive or well as negative. Positive academic students can lead to improved academic performance by helping students persevere when

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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 very like me → Very like me				
	1	2	3	4	5
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
9. I track my progress for reaching my goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I make choices to help me succeed, even when they aren't the most fun right now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. As soon as I see things aren't going right, I want to do something about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Questionnaires

Teacher Guides

Conflict Management

1 Know your usual response to a conflict!

2 Know the reasons for a conflict!

3 Apply a strategy

FIRST

Research Collaborations
College & Career Competency Wheel

Posters

Conflict Management
A collection of resources for developing student conflict management.

Conflict Management Video
Helps students make the right choices in conflict situations.

Essential Components of Conflict Management

Tackle Conflict in Any Setting
From <http://netnet.creighton.edu/academicresources/>

Styles of Conflict Management

Examples of Effectively Applying Conflict Management Strategies
Retrieved from <https://teacherworksheets101.files.wordpress.com/2012/01/6-3-2012-conflictmanagement.pdf>

Robin Williams and the Two-Headed Monster Demonstrate the Word "Conflict"
EBS

Conflict Resolution Skills Ladder

Circle of Negotiators
A resource for exploring diverse perspectives, including "Teaching the Art of Civil Dialogue"

DOUBLE CLICK OR DRAG A FILE ANYWHERE TO POST SOMETHING.

Padlets

<http://CCCFramework.org>