

# Facilitating Social-Emotional Learning and Practice Across the Curriculum

[KSDETASN.org/competency](http://KSDETASN.org/competency)

<http://CCCFramework.org>

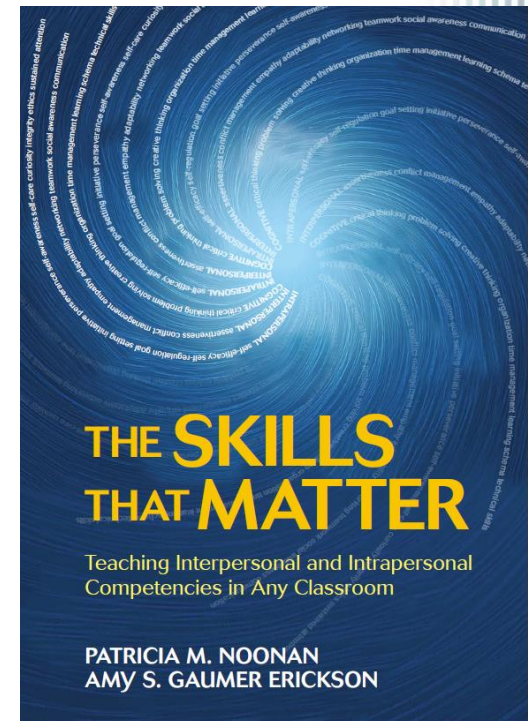
We are available to support teachers and school-wide implementation through online and on-site trainings.

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# Please find a seat following this layout

Front of room

High School → Middle → Elementary → EC

Self-Efficacy

Assertiveness

Self-Regulation

Back of room

# Learning Objectives

1. I can explain the *Kansans Can Competency Framework* to a colleague.
2. I can describe ways that teachers implement competency instruction with practice in classrooms.
3. I know how to access a variety of free resources on the competencies via <http://cccframework.org>.
4. I have a clear understanding of my next steps.

# Who we are, our work, and our mission

[Overview](#) [Resources](#) [Professional Development](#) [Student Questionnaires](#) [About Us](#) [Log 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**

Domain	Competencies
Intrapersonal	perseverance, self-efficacy, self-awareness, curiosity, sustained attention, goal setting, time management
Interpersonal	adaptability, assertiveness, teamwork, empathy, networking, communication (verbal, written, nonverbal), conflict management
Cognitive	integrity, ethics, social awareness, creative thinking, organization, critical thinking, problem solving, learning schema, content/technical

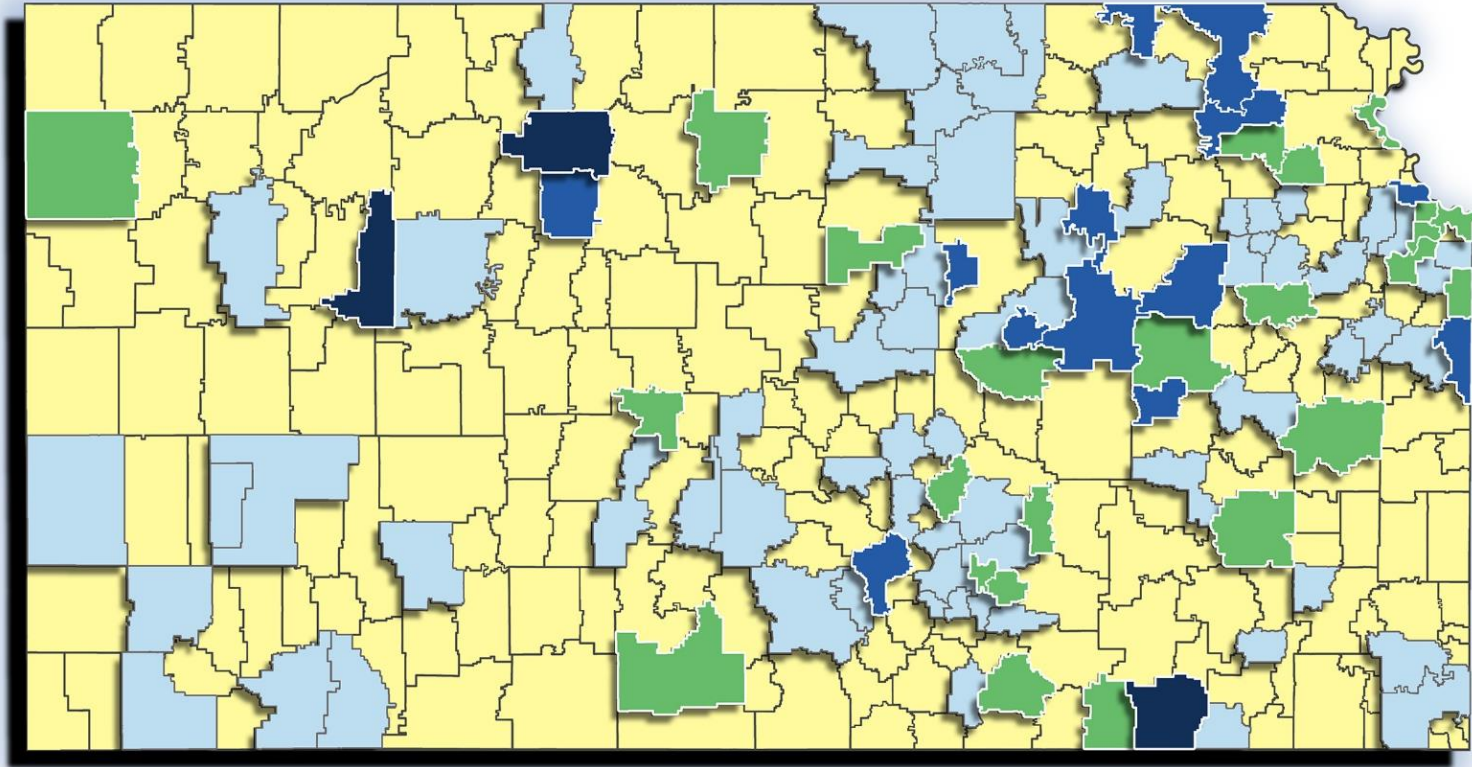
This site includes free, research-based instructional resources for all 26 competencies, as well as professional development opportunities to systematically teach competencies and academic learning standards simultaneously, thereby improving academic achievement, engagement, and post-school outcomes.

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

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

# Professional Learning Participants

(updated January 2019)



■ District-Wide Implementation Focus

■ School-Wide Implementation Focus

■ Team Implementation Focus

■ Individual Implementation Focus

# Highest Need Competencies Identified by Over 4,700 Kansas Students

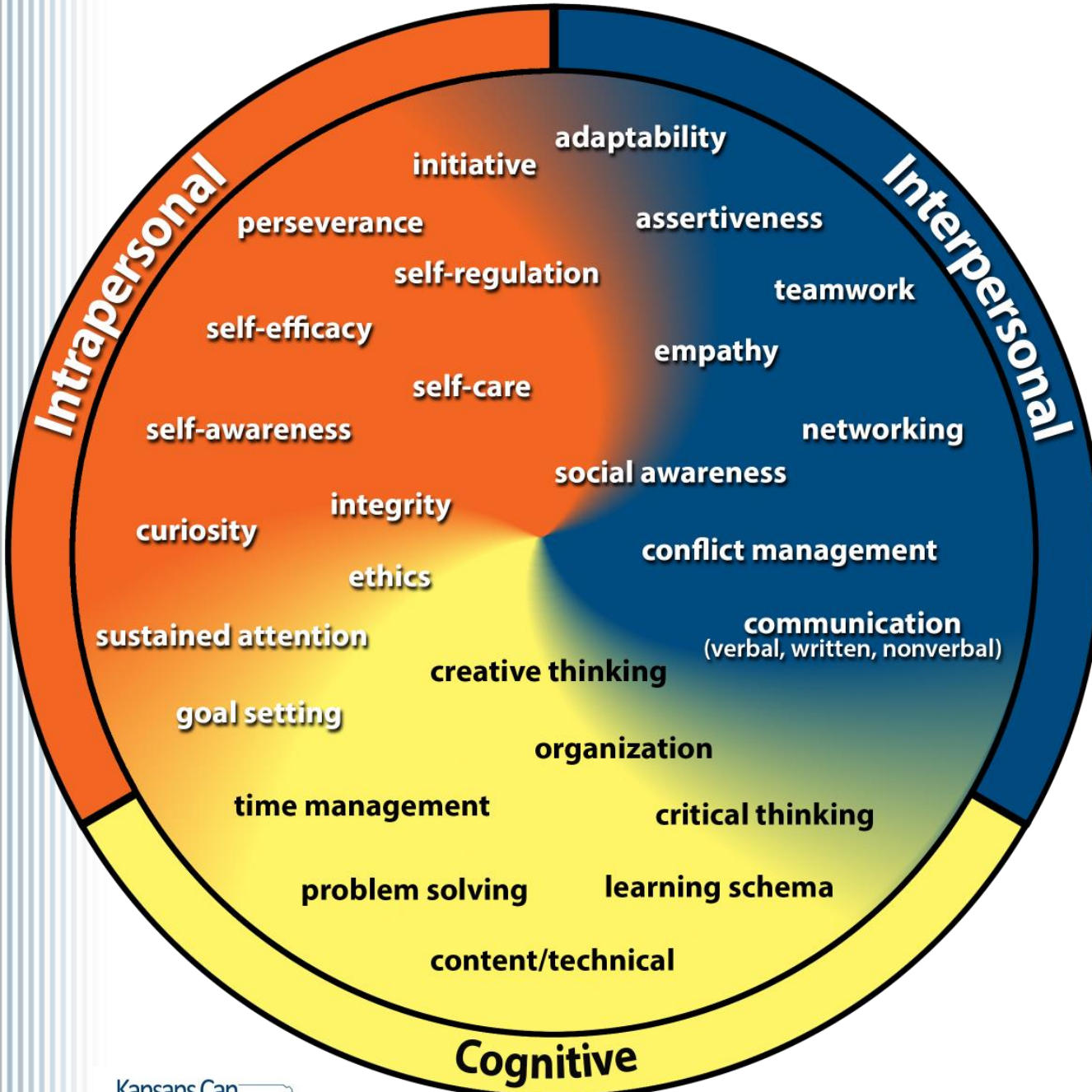
Overall Rank by Highest Need	Males	Females	6 <sup>th</sup> Grade	9 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention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

Source: Competency Student Needs Assessment  
(available for free at <http://CCCFramework.org>)





What is one thing that students could do to be more successful in your class or in school?



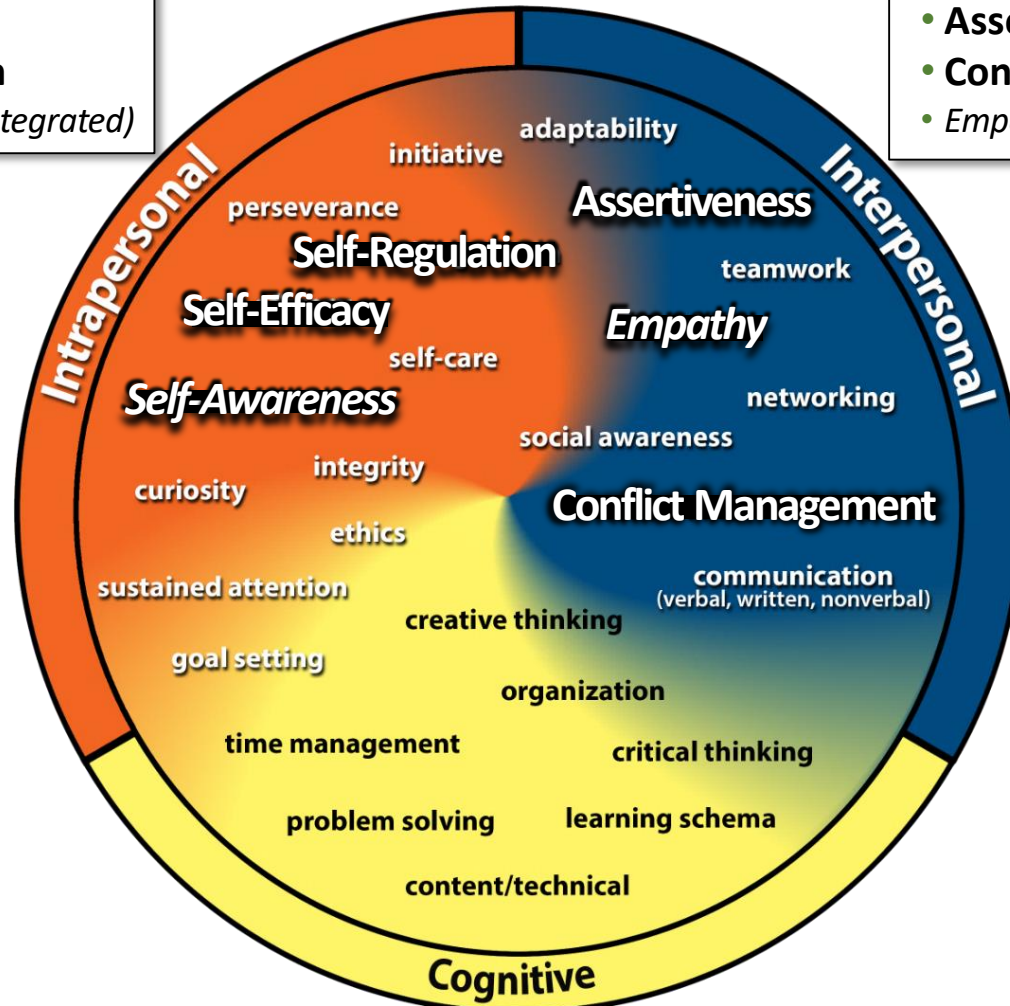
# Foundational Competencies

## Intrapersonal

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

## Interpersonal

- Assertiveness
- Conflict Management
- Empathy (integrated)



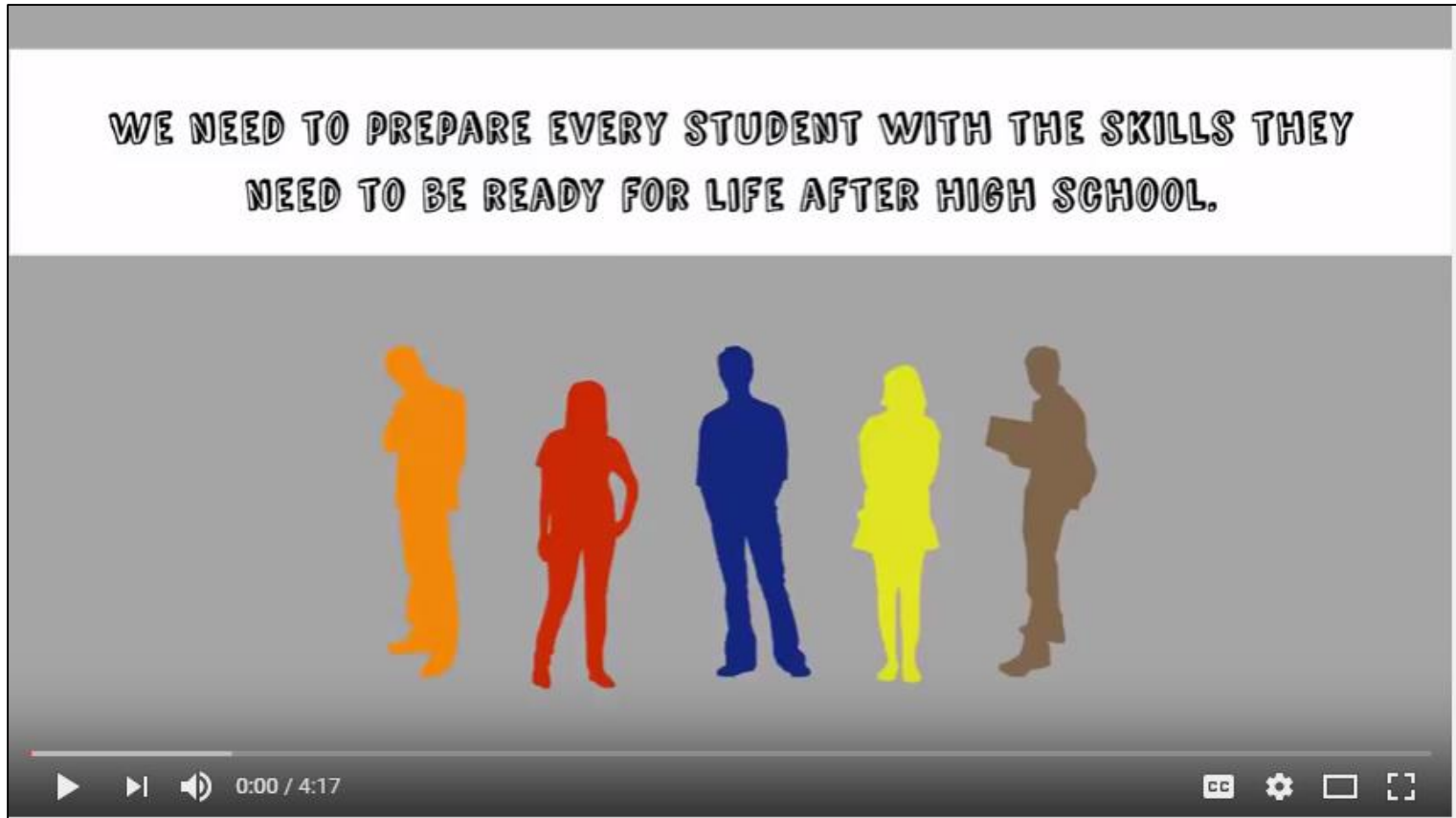


# Systematic Instruction & Application

- The competencies are not new.
- Educators are already supporting students to learn many of the competencies.
- School initiatives support development of many of the competencies.

**The Challenge: Systematically providing instruction and application of the competencies for all students, focusing on the aspects that current research has identified as most important.**

# *Kansans Can Framework Video*



<http://CCCFramework.org>

# The Kansans Can Competency Framework

## WHAT?

### Student Competencies

- Intrapersonal
- Interpersonal
- Cognitive

## HOW?

573-341-6685

### Implementation Elements

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

Successful  
Adult Outcomes

## WHY?

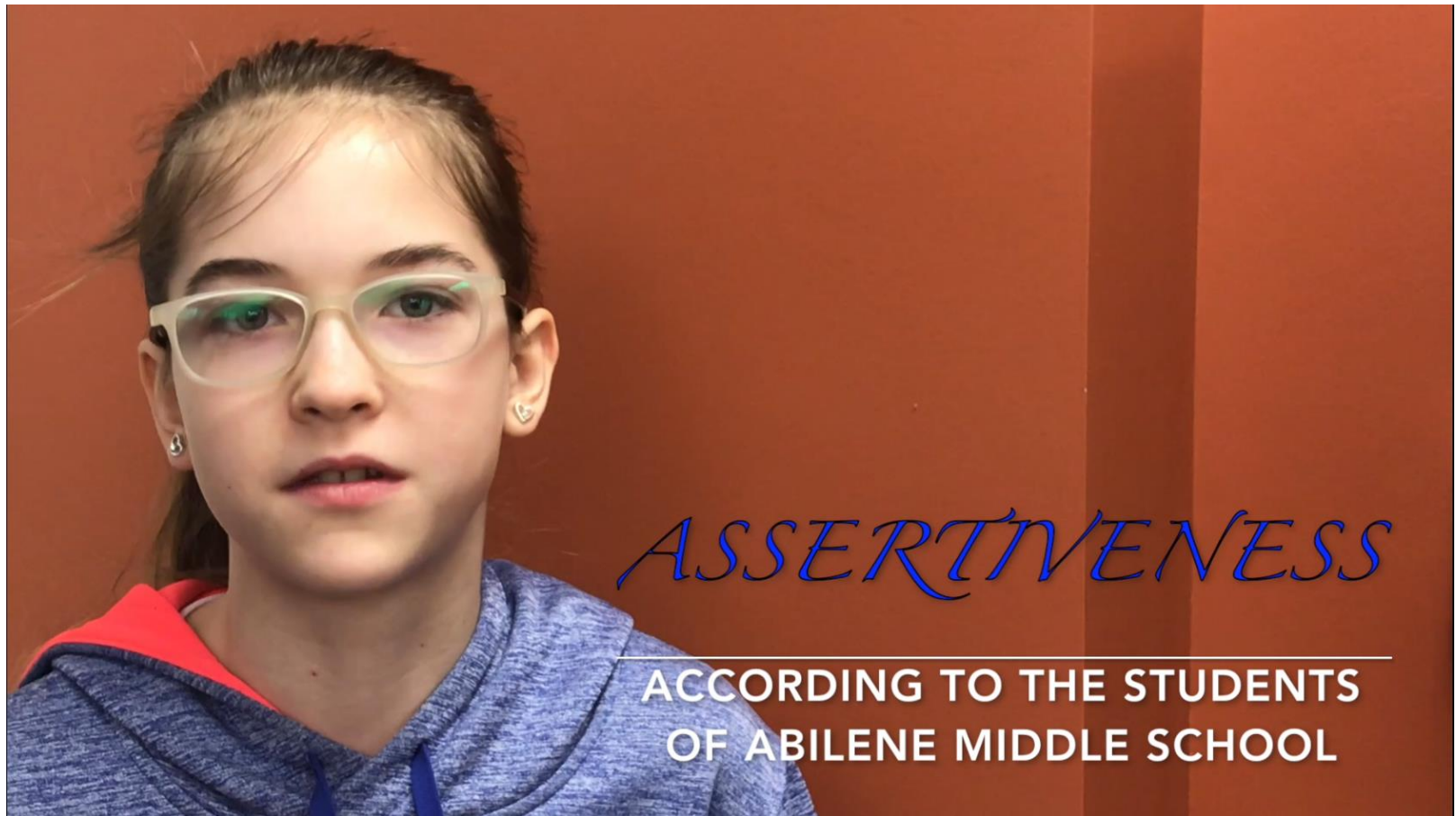
All students begin the path to post-school success as:

- Socially Engaged
- Career-equipped
- Lifelong Learners



Resources.CCCFramework.org

# Abilene Middle School - Student Video



*ASSERTIVENESS*

ACCORDING TO THE STUDENTS  
OF ABILENE MIDDLE SCHOOL

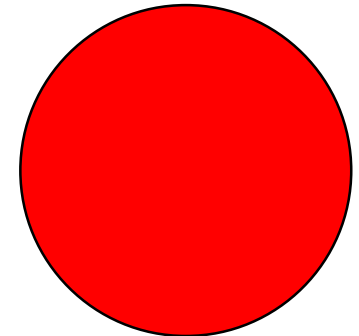
# Activity: Top 10 Student Outcomes

In groups of 3-5, review the outcomes for your competency (i.e., assertiveness, self-regulation, or self-efficacy) on **page 2** of your packet.

Discuss for 3-minutes:

1. Which outcome(s) would you like to see in your classroom and why?
2. How would this outcome contribute to our goal of helping our students become socially-emotionally engaged, career-equipped, lifelong learners?

3 minutes





# The Kansans Can Competency Framework

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- Interpersonal
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Resources.CCCFramework.org

# Intrapersonal or Interpersonal

## Intrapersonal

- Exists within one's self
- Self-talk
- Self-reflection
- In touch with who you are
- In touch with your needs

## Interpersonal

- Relationships, communication, or interaction between people
- Involving or occurring among several people
- Understanding others

# Why focus on...

COGNITIVE competencies	INTERPERSONAL competencies	INTRAPERSONAL competencies
<ul style="list-style-type: none"> <li>• Effectively solve real-life problems.</li> <li>• Understand more course content and retain more information.</li> <li>• Generalize information to apply in multiple contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Better physical and mental wellness and social functioning.</li> <li>• Improved school attendance.</li> <li>• Feel more engaged in school.</li> <li>• Spend more time studying.</li> <li>• Higher employment rates.</li> <li>• Earn better grades and achievement scores.</li> <li>• Better able to effectively overcome stressors.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain attention in class better.</li> <li>• Improved retention of subject matter.</li> <li>• Earn higher salaries and advance further in careers.</li> <li>• Better able to avoid drug use.</li> <li>• Reduced bullying and victimization.</li> </ul>
<p>(Brewer, 2000; Chang, Wu, Weng, &amp; Sung, 2012; English &amp; Sriraman, 2010; Kuo, Hwang, &amp; Lee, 2012).</p>	<p>(Davidson &amp; Demaray, 2007; Malecki &amp; Demaray, 2002; Opengart, 2007; Rosenfeld, Richman, &amp; Bowen, 2000; Sabo, Miller, Melnick, Farrell, &amp; Barnes, 2005; Schwab, 2013).</p>	<p>(Dignath, Buettner, &amp; Langfeldt, 2008; Duckworth, Peterson, Matthews, &amp; Kelly, 2007; Durlak, Weissberg, Dymnicki, Taylor, &amp; Schellinger, 2011; Eskreis-Winkler, Shulman, Beal, &amp; Duckworth, 2014; Nota, Soresi, &amp; Zimmerman, 2004; Ursache, Blair, &amp; Raver, 2012).</p>

Additional details on impacts of competency instruction are on **page 2** of your packets; research information on the competencies is on **page 3** of the packets

# Activity: Test Yourself

Individually, complete a knowledge quiz for your competency (i.e., assertiveness, self-regulation, or self-efficacy). The quizzes are on **pages 4-5** of your packets.

Reflect on your confidence in your answers, considering:

- **What do I already know about this competency?**
- **What could I learn?**
- **Could my students learn these concepts (or more basic skills for lower grades)?**

# Can the competencies be taught?

Yes. Students can learn and expand their intrapersonal and interpersonal competencies through **instruction and integration within content-area learning and experiences.**

(Cantley, Little, & Martin, 2010; Cassidy, 2011; Ettington & Camp, 2002; Farrington et al., 2012; Grote, Trusty, Chae, & Bakley, 2014; Hulleman & Harackiewicz, 2009; Meiklejohn et al., 2012; Meyer & Turner, 2002; Mueller & Fleming, 2001; Oettingen & Gollwitzer, 2010).



# The Kansans Can Competency 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
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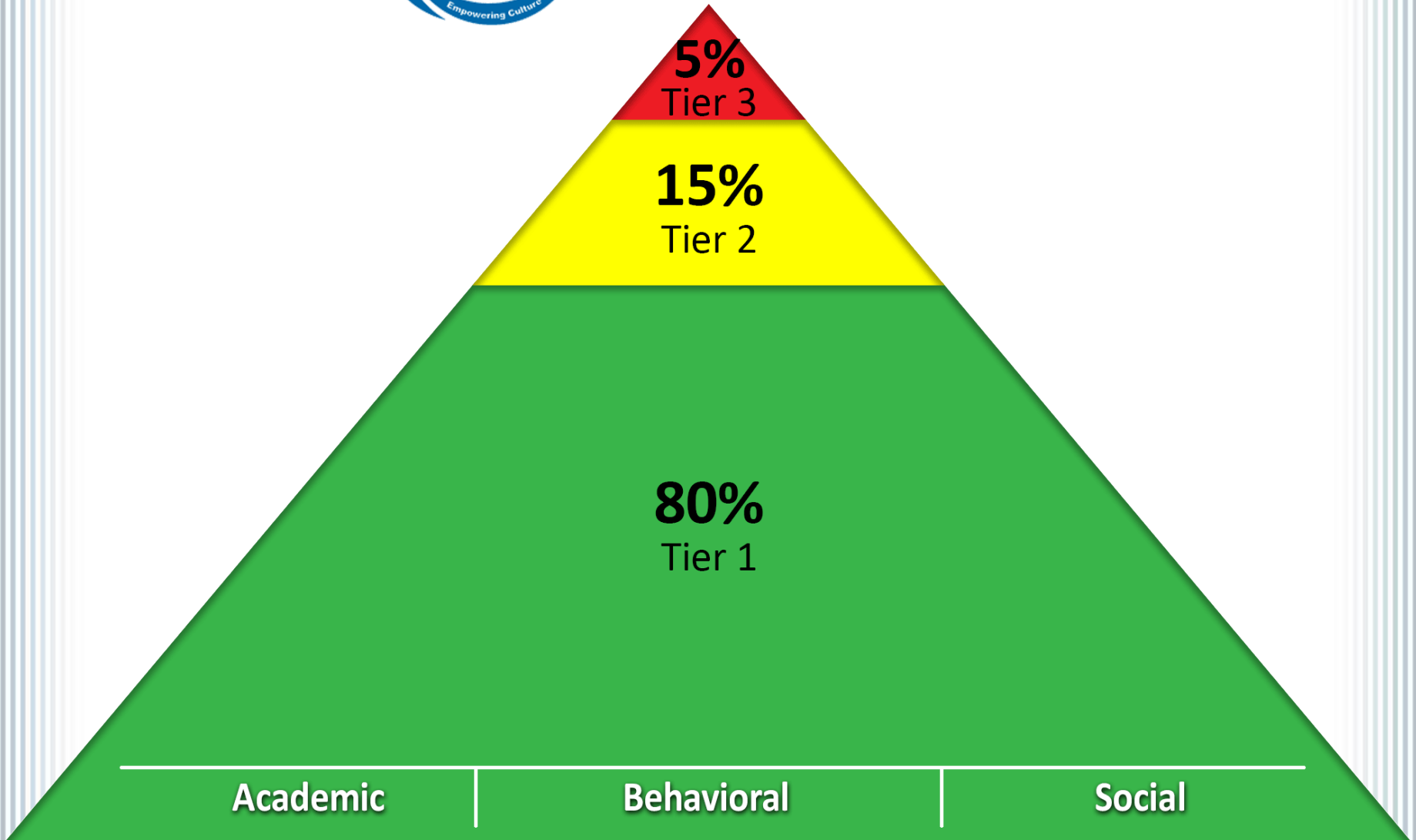
College & Career  
Competency  
CCC FRAMEWORK

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# Kansas Multi-Tier System of Supports and Alignment



# Implementation Issues

- Competency development isn't absorbed; **it's learned.**
- Like learning anything else, it takes **practice over time.**
- While relatively simple to define, competencies are **complex** to teach and learn.
- Competencies are addressed in school, but not typically in a **systematic way** for all students.

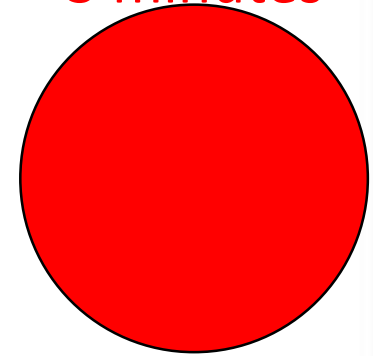
# Activity: Review Sequence

In groups of 3-5, review the PreK-12 sequence of skill development for your competency (i.e., assertiveness, self-regulation, or self-efficacy) on **page 6** of your packet.

Discuss for 3-minutes:

**Which skills on the sequence do most of your students demonstrate? Which ones are lacking?**

3 minutes



# Competency Sequence: Development targets for Pre-K to 12

- Provides specific targets for what it looks like when students 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 prerequisite targets. This idea is incorporated in our lessons and resources.
- These skillsets are progressive and will take **practice over time** for students to develop.



# 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.

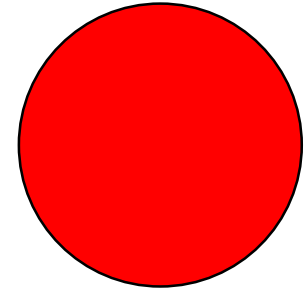
**6** Facilitate **students' reflection** on their development of competency components.

# Activity: Review a Lesson

In groups of 3-5, review the lesson (**pages 7-12**) included for your competency (i.e., assertiveness, self-regulation, or self-efficacy).



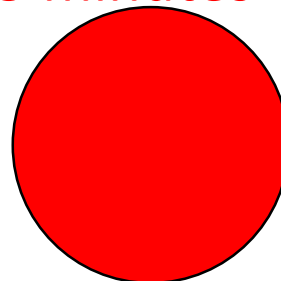
3 minutes



Discuss for 5-minutes:

**How could the lesson be used or modified in your classroom? How could you reinforce the skill in your current practices and classroom activities?**

5 minutes



# Instructional Process

- Identify and explore a competency & essential components.
- Develop a 2-3 week instructional plan to embed competency instruction into course content.
- Implement competency instruction, including ongoing practice for all the components.
- Analyze impact. Reflect, refine, and extend competency instruction.
- Reinforce the competency across multiple settings.

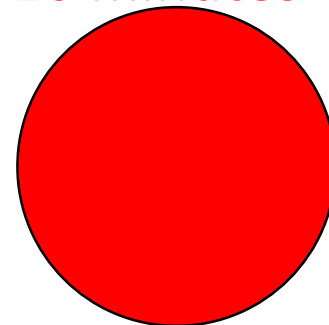
# Activity: Hear from a Teacher

In groups of 3-5, review the teacher reflection video(s) specific to your competency (i.e., assertiveness, self-regulation, or self-efficacy) – additional instructions are on **page 13** of the packet.

Discuss for 3-minutes:

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

10 minutes



# Competency-Specific Resources

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

**Definition:**  
Self-efficacy refers to perceptions an individual has about his/her 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:**

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 (Gentlemen, 2003).
- Academic self-efficacy, which is related to academic interests, 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 increase self-efficacy, which increases motivation, leading to a cycle of positive validation that supports continuous skill development (Schuck, 2001).
- Students develop self-efficacy based on inputs from four sources: 1) previous performance, 2) observing others performing tasks, 3) verbal and nonverbal judgments and feedback, and 4) their emotional state (e.g., anxiety, nervous) (Pajares & Pajares, 2006; Schunk & Pajares, 2001). Students will internalize and integrate inputs from those sources to form a belief about their capabilities.
- Similar to self-efficacy, Harter et al. (2002) define academic motivation as "beliefs, attitudes, or ways of perceiving oneself in relation to learning and intellectual work that support academic performance" (p. 18). Academic motivation can be either positive or negative. Positive academic mindsets can lead to improved academic performance by helping students persevere when facing challenging problems and remain engaged in learning. As performance improves, positive academic mindsets, leading to a positive mindset building cycle. In contrast,

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College & Career Competency Framework

**THE SKILLS THAT MATTER**

Teaching Interpersonal and Intrapersonal Competencies in Any Classroom

PATRICIA M. NOONAN  
AMY S. GAUMER ERICKSON

**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 big, 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 by tracking 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. 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"/>
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 I need to do to stay on homework, even on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Teacher Guides

## Questionnaires

**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

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 Believe
  - Self-Efficacy Poster PDF document
  - CCC Self-Efficacy Video
  - Self-Efficacy
- Pre-K/Elementary Resources
  - The Power of Yet
  - Sesame Street - Janelle Monae
  - Sesame Street: Janelle Monae - Power o...
- Middle / High School Resources
  - Mindset Boosting Videos for Teens
  - Mindset Boosting Videos Archives
  - Neuroplasticity
  - Neuroplasticity by Scellis
- Effort Meter

**Goal Setting**

Goal Setting can be taught through instruction & practice

educational attainment  
post-secondary outcomes

**Videos**

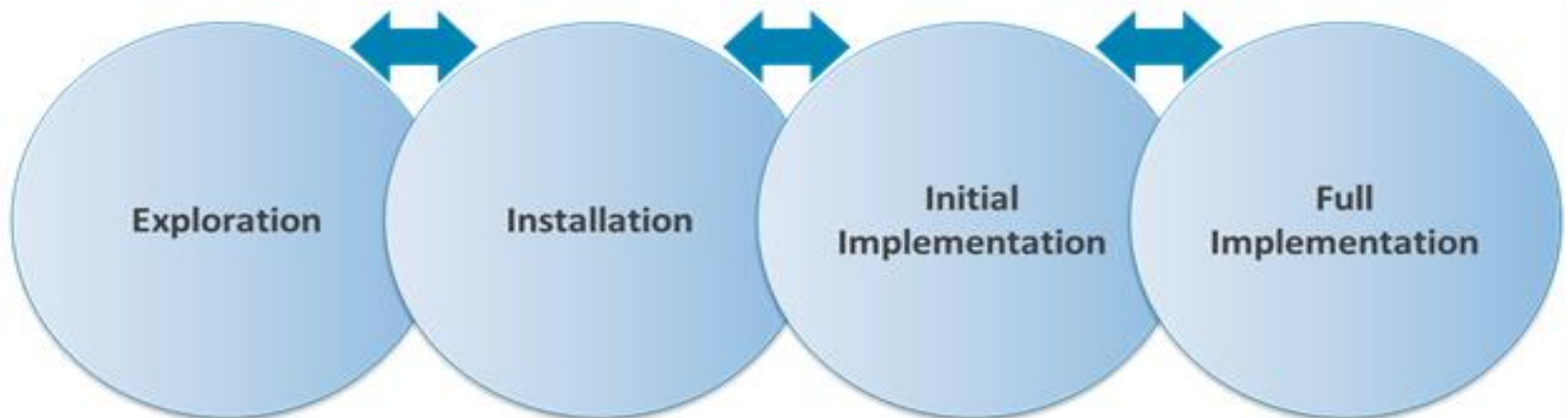
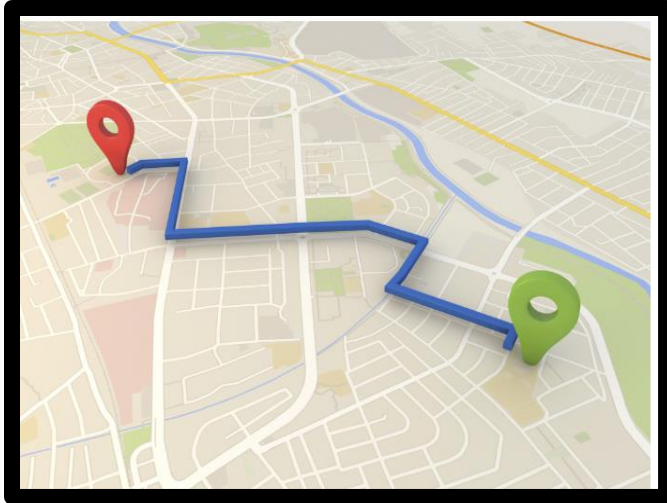
## Padlets

<http://CCCFramework.org>





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







## Determining Your Professional Learning Goals and Path

CLICK ARROWS BELOW TO LINK TO MORE INFORMATION

### Increase my own understanding of the Competency Framework

- ▶ Attend a conference presentation
- ▶ Watch the one-hour pre-recorded overview webinar with guided notes
- ▶ Read the book *The Skills That Matter: Teaching Interpersonal and Intrapersonal Competencies in Any Classroom* (Noonan & Gaumer Erickson, 2018)

### Determine which competencies are most needed for our students

- ▶ Launch the [Competency Framework](#) online student needs assessment or a competency-specific questionnaire
- ▶ Participate in leadership discussion of school-wide needs, methods for measuring social-emotional growth, and professional development options with [Competency Framework](#) developers

### Implement competency instruction in my classroom/role

- ▶ Complete online competency-specific courses
- ▶ Attend competency-specific regional trainings

### Implement competency instruction at Tier 1 (school-wide) in my school or district

- ▶ Discuss school-wide needs and professional development options with [Competency Framework](#) developers
- ▶ Participate in installation team training (virtual, regional, or district)
- ▶ Attend school-wide or district-wide training (variations dependent upon district size)
- ▶ Receive on-site sustainability coaching

### Become a recognized Kansas Competency Framework trainer

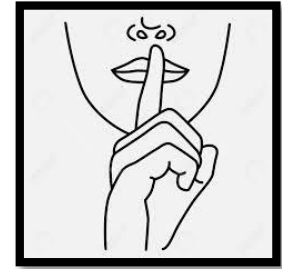
- ▶ Complete either an online competency-specific course or competency-specific regional training
- ▶ Participate in a rigorous trainer professional learning and recognition process

[KSDETASN.org/competency](https://ksdetasn.org/competency)

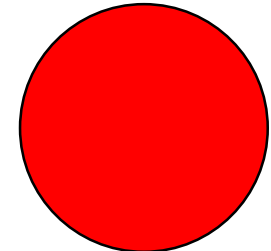
# Activity: Next Steps

Use the space provided on **page 13** of the packet to note your answers to the following questions:

1. What concepts/ideas/strategies do you want to research or further explore?
2. What strategies or pieces of information that you learned today do you want to share with others?
3. How can you try this out in your classroom/role?

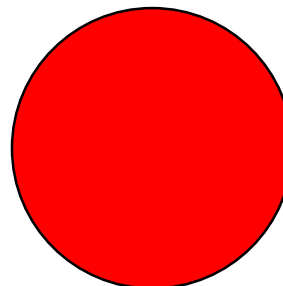


3 minutes



**Discuss your plan** with others from a different competency.

5 minutes



[KSDETASN.org/competency](https://ksdetasn.org/competency)

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<http://CCCFramework.org>

We are available to support teachers and school-wide implementation through online and on-site trainings. We encourage administrators who are interested in pursuing these or other opportunities to contact us to set up a 30-minute phone call to discuss available options.

**Pattie Noonan, Ph.D.**

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