Facilitating Social-Emotional Learning and Practice Across the Curriculum
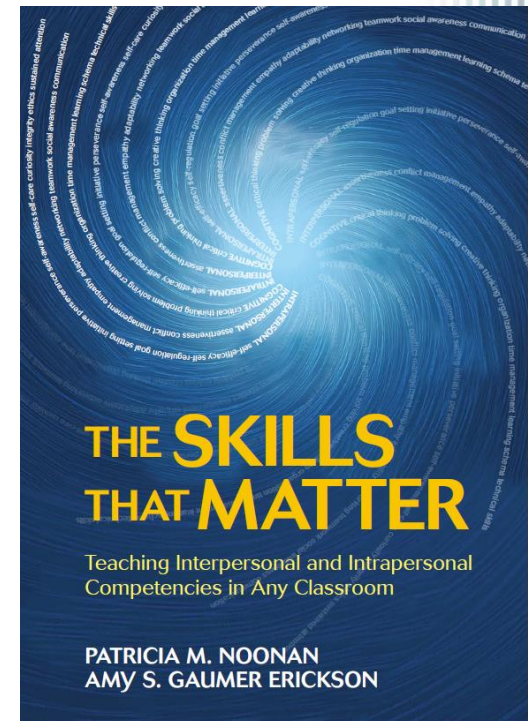
KSDETASN.org/competency

http://CCCFramework.org

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

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Kansans Can
Competency
FRAMEWORK

THE **SKILLS**
THAT **MATTER**

Teaching Interpersonal and Intrapersonal
Competencies in Any Classroom

PATRICIA M. NOONAN
AMY S. GAUMER ERICKSON

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.

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FRAMEWORK

Who we are, our work, and our mission

Professional Learning Participants

(updated January 2019)
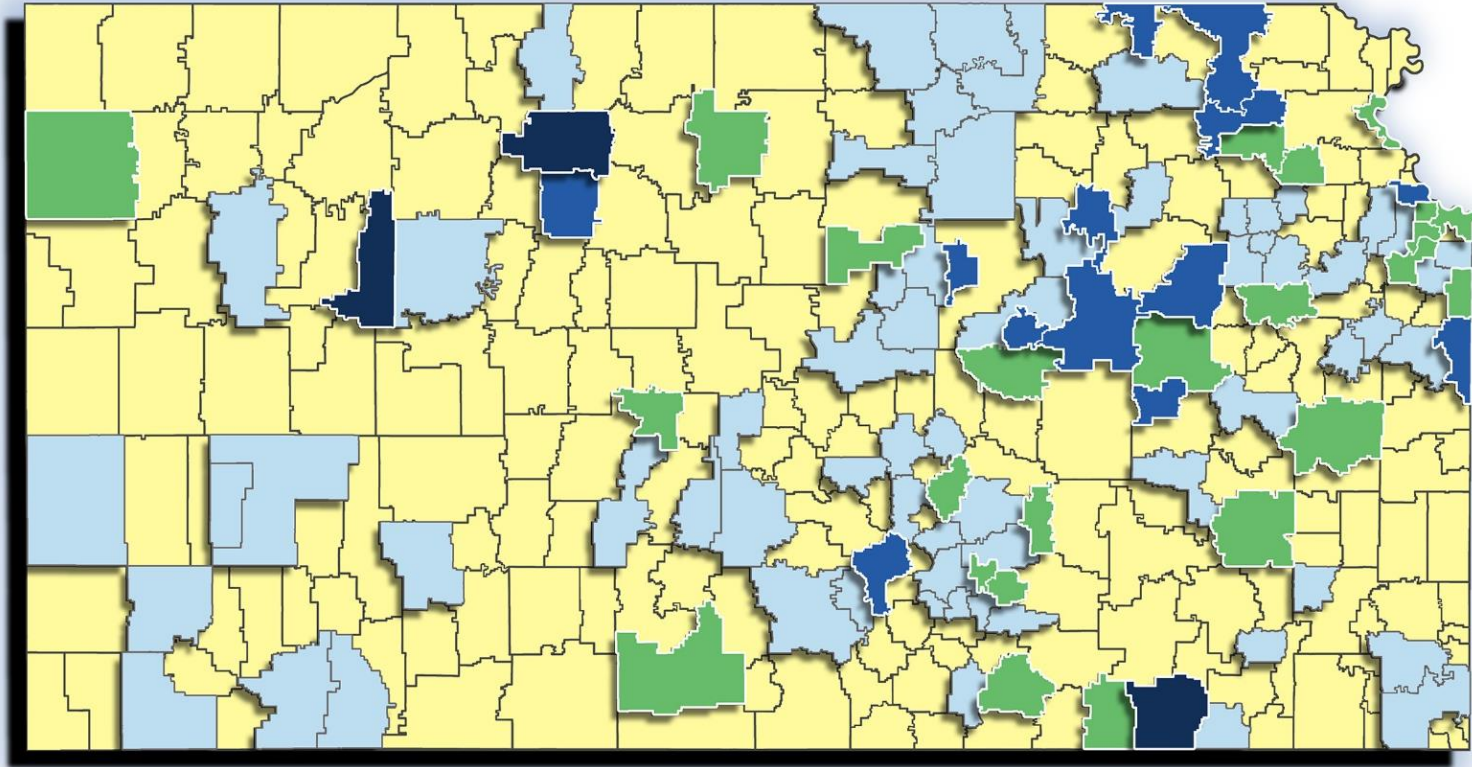
- ⬛ District-Wide Implementation Focus
- 🟩 Team Implementation Focus
- 🟦 School-Wide Implementation Focus
- 🟦 Individual Implementation Focus

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Highest Need Competencies Identified by Over 4,700 Kansas Students

Overall Rank by Highest Need	Males	Females	6th Grade	9th Grade	12th 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)

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

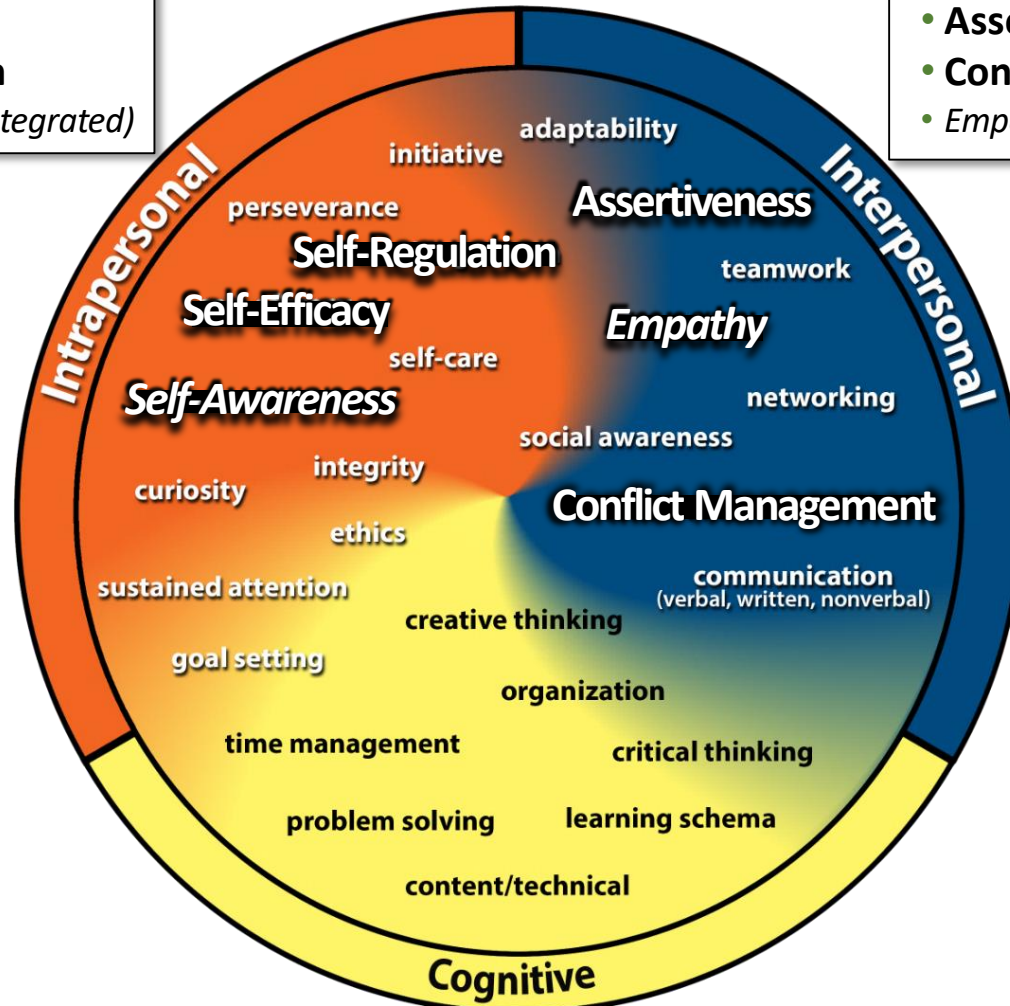© 2013 Amy Gaumer Erickson and Patricia Noonan
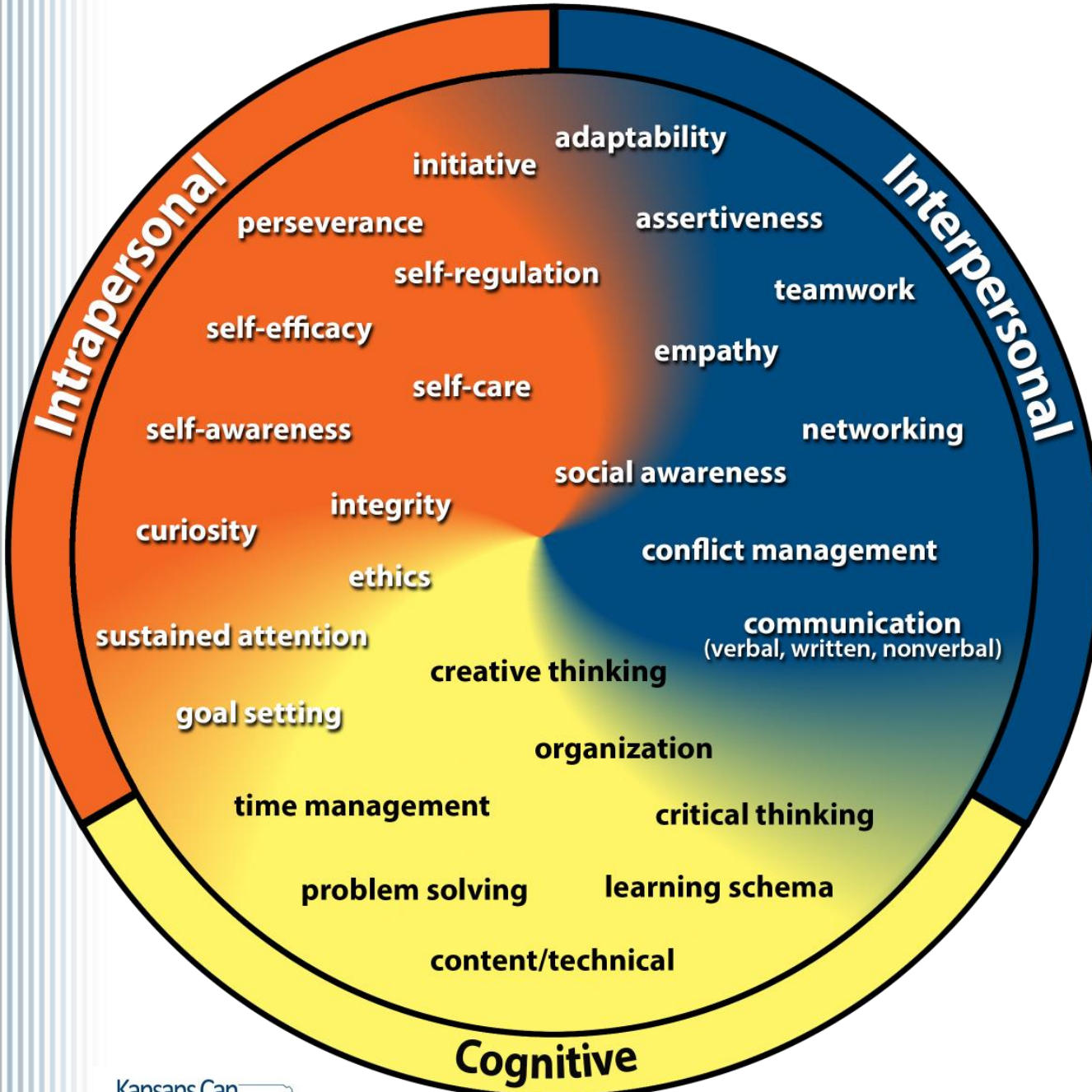
Foundational Competencies

Intrapersonal

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

Interpersonal

- **Assertiveness**
- **Conflict Management**
- *Empathy (integrated)*

Intrapersonal

Interpersonal

adaptability
initiative
perseverance
Self-Regulation
Self-Efficacy
self-care
Self-Awareness
integrity
curiosity
ethics
sustained attention
goal setting
time management
problem solving
content/technical

Assertiveness
teamwork
Empathy
networking
social awareness
Conflict Management
communication
(verbal, written, nonverbal)
creative thinking
organization
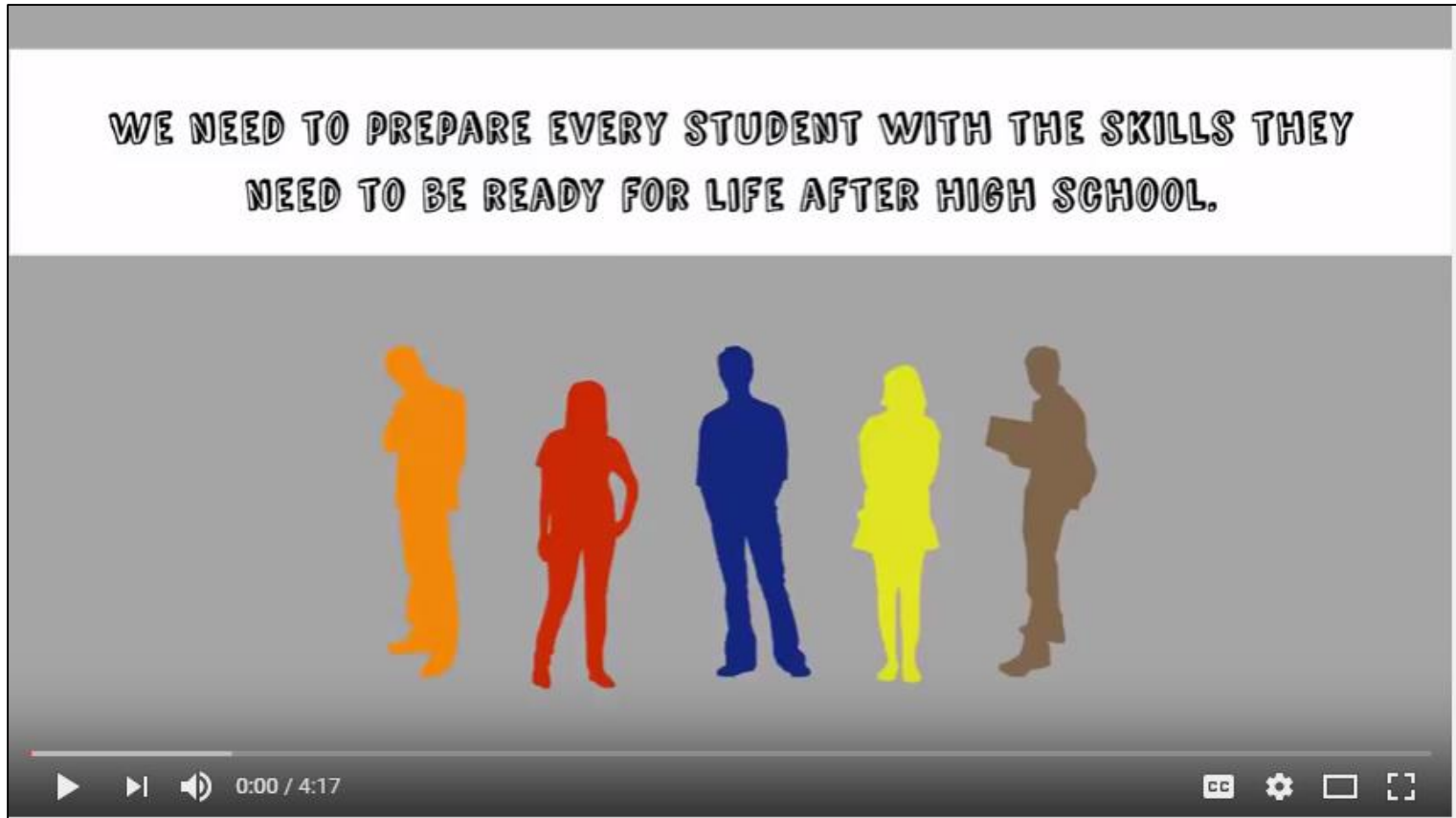critical thinking
learning schema

Cognitive

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.

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Kansans Can Framework Video

WE NEED TO PREPARE EVERY STUDENT WITH THE SKILLS THEY NEED TO BE READY FOR LIFE AFTER HIGH SCHOOL.

0:00 / 4:17

http://CCCFramework.org

Kansans Can
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FRAMEWORK

The *Kansans Can Competency Framework*

WHAT?

Student Competencies

- Intrapersonal
- Interpersonal
- Cognitive

573-341-6685

HOW?

Implementation Elements

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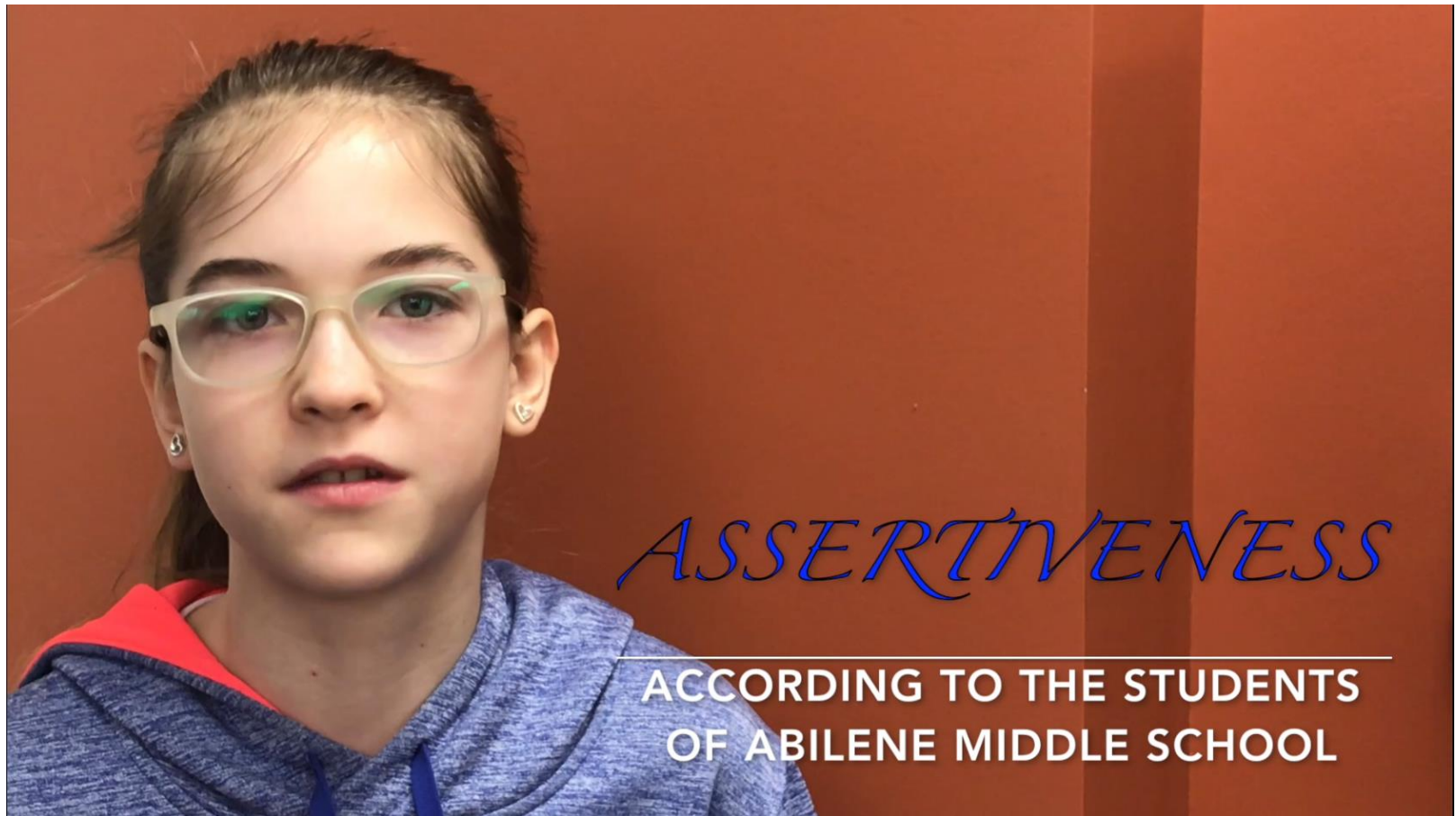
Successful Adult Outcomes

WHY?

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

- Socially Engaged
- Career-equipped
- Lifelong Learners

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Abilene Middle School - Student Video

ASSERTIVENESS

ACCORDING TO THE STUDENTS
OF ABILENE MIDDLE SCHOOL

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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
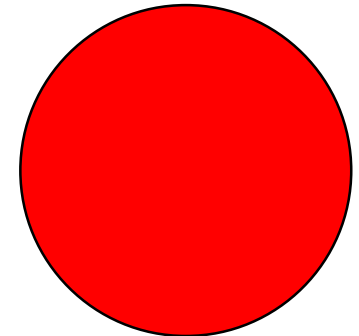
Kansans Can
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Intrapersonal or Interpersonal

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
• **Effectively solve real-life problems.** • **Understand more course content and retain more information.** • **Generalize information to apply in multiple contexts.**	• **Better physical and mental wellness and social functioning.** • **Improved school attendance.** • **Feel more engaged in school.** • **Spend more time studying.** • **Higher employment rates.** • **Earn better grades and achievement scores.** • **Better able to effectively overcome stressors.**	• **Sustain attention in class better.** • **Improved retention of subject matter.** • **Earn higher salaries and advance further in careers.** • **Better able to avoid drug use.** • **Reduced bullying and victimization.**
(Brewer, 2000; Chang, Wu, Weng, & Sung, 2012; English & Sriraman, 2010; Kuo, Hwang, & Lee, 2012).	(Davidson & Demaray, 2007; Malecki & Demaray, 2002; Opengart, 2007; Rosenfeld, Richman, & Bowen, 2000; Sabo, Miller, Melnick, Farrell, & Barnes, 2005; Schwab, 2013).	(Dignath, Buettner, & Langfeldt, 2008; Duckworth, Peterson, Matthews, & Kelly, 2007; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Eskreis-Winkler, Shulman, Beal, & Duckworth, 2014; Nota, Soresi, & Zimmerman, 2004; Ursache, Blair, & Raver, 2012).

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)?**

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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).

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FRAMEWORK

The *Kansans Can Competency Framework*

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Kansas Multi-Tier System of Supports and Alignment

5%
Tier 3

15%
Tier 2

80%
Tier 1

Academic | Behavioral | Social
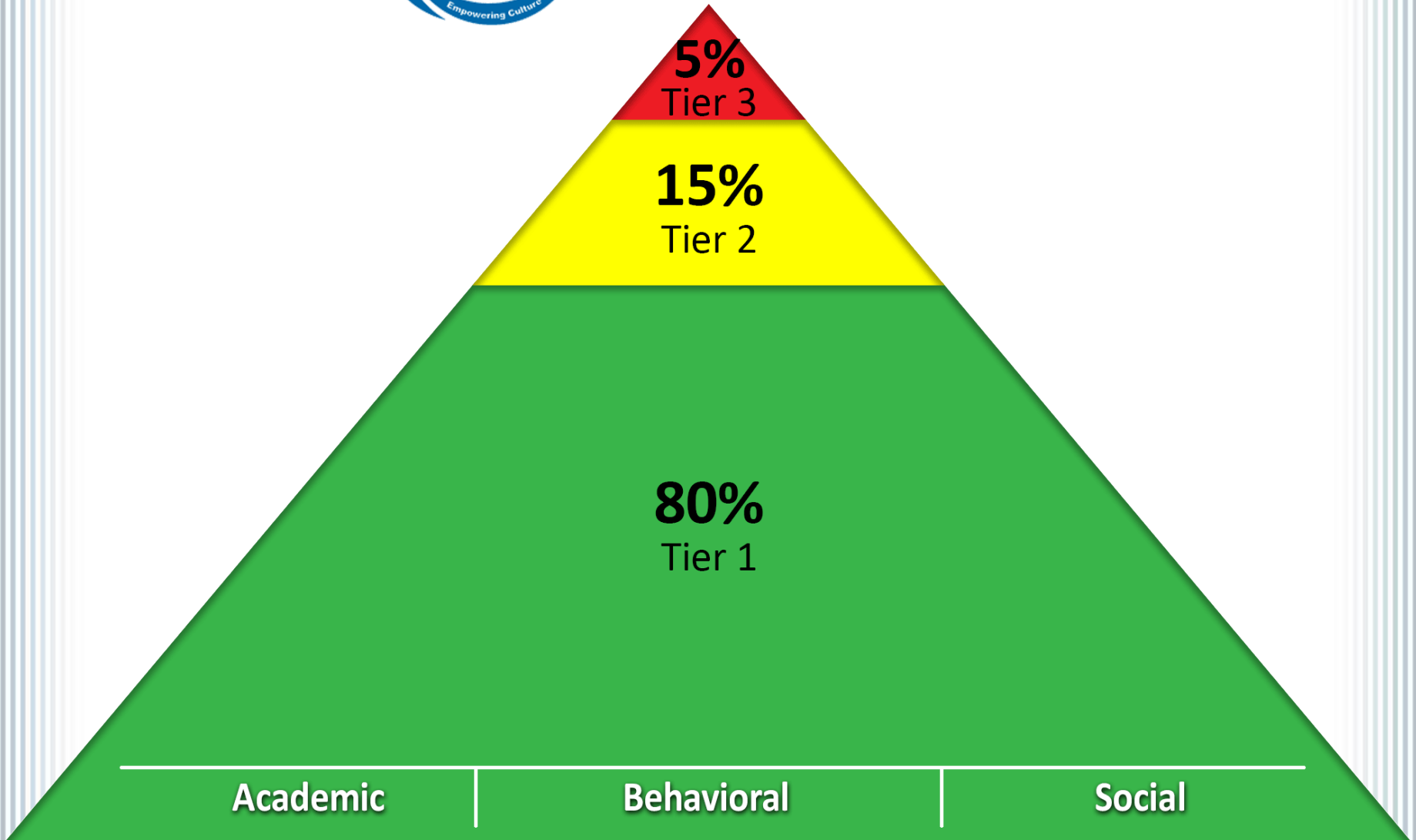
Implementation Issues

- 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.

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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

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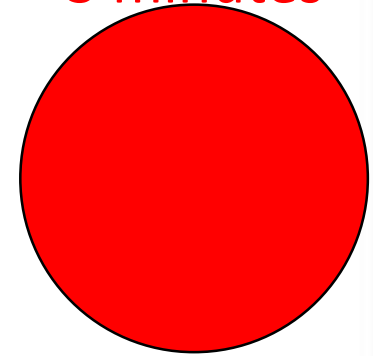
Competency Sequence: Development targets for Pre-K to 12

- 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.

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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
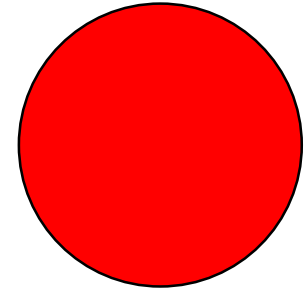
Discuss for 5-minutes:

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
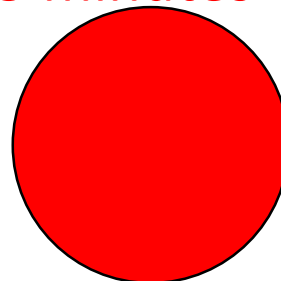
Instructional Process

o Identify and explore a competency & essential components.

o Develop a 2-3 week instructional plan to embed competency instruction into course content.

o Implement competency instruction, including ongoing practice for all the components.

o Analyze impact. Reflect, refine, and extend competency instruction.

o Reinforce the competency across multiple settings.

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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

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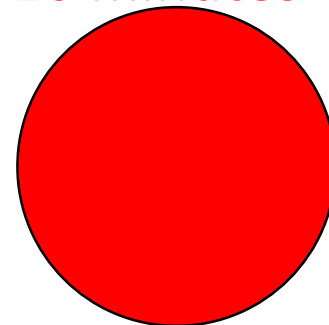
Competency-Specific Resources

Teacher Guides

Situational Assessments

Questionnaires

Posters

Lesson Plans

Padlets

Videos

http://CCCFramework.org

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

Exploration

Installation

Initial Implementation

Full Implementation

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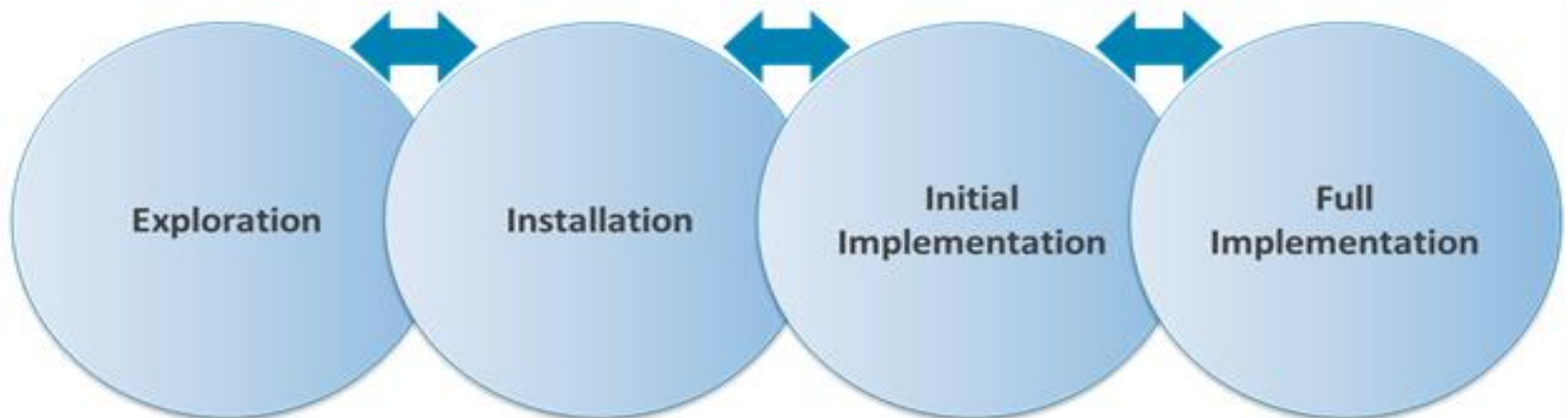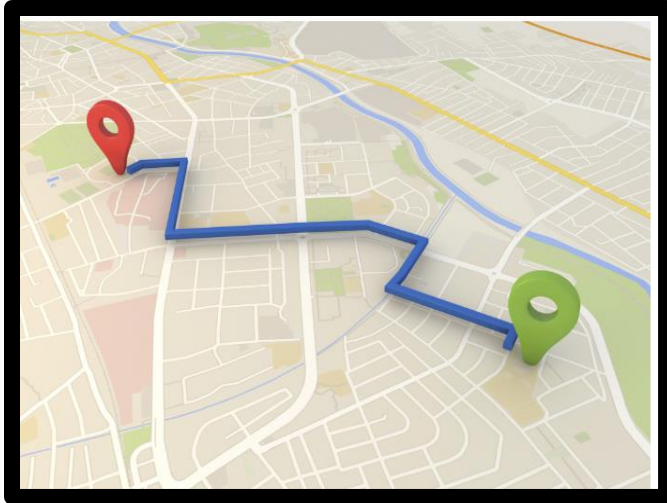
Determining Your Professional Learning Goals and Path

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
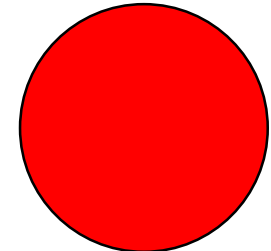
KSDETASN.org/competency

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?

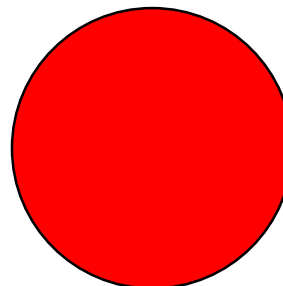3. How can you try this out in your classroom/role?
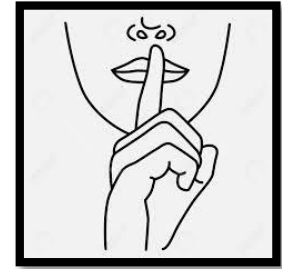
Discuss your plan with others from a different competency.

3 minutes

5 minutes

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