

The College and Career 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

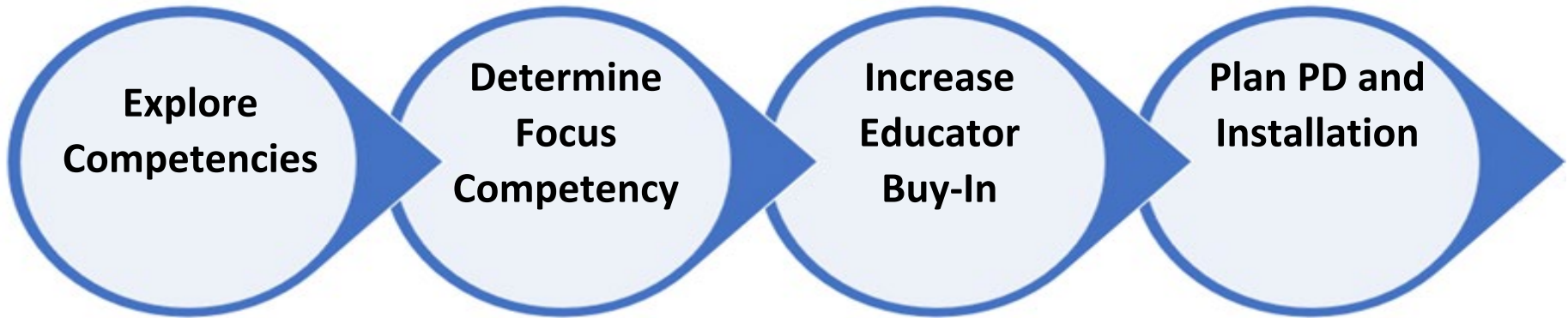


College & Career
Competency
CCC FRAMEWORK

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Resources.CCCFramework.org

Exploration



The [Implementation Process](#) provides resources to answer key questions.

Competency-Specific Resources

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

Definition:
Self-efficacy refers to perceptions an individual has about higher capabilities to perform at an expected level and achieve goals or outcomes. It is known to influence academic motivation, learning, and achievement (Pajares, 1996; Schunk & Pajares, 2008).

Essential Components for Students:

- Self-efficacy increases with the belief that the ability to grow with effort.
- Believe in your ability to reach specific goals and/or expectations.

Research:

- Students with higher levels of self-efficacy will engage more in work faster, and persist longer when they encounter difficult assignments (Zimmerman, 2002).
- Academic self-efficacy, which is related to academic readiness, is a student's confidence in their ability to successfully complete 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 persevere through a difficult task (Zimmerman, 2002).

Research that supports continuous skill development (Chick, 2012):

- Students develop self-efficacy based on inputs from four sources: 1) previous performance, 2) observation of others performing tasks, 3) verbal and experiential feedback and feedback, and 4) their emotional state (e.g., anxiety, nervous) (Bollen & Pajares, 2008; Schunk & Pajares, 2008). Students will enter goal and engagement on these four sources for a student about their **SEMI-ROADS**.
- Similar to self-efficacy, *Resilience* is defined as students' readiness to "benefit, adapt, or cope" in ways of processing a setback or setback to learning and intellectual work that support academic performance (Pajares, 2008). Academic self-efficacy, which is related to academic readiness, can lead to improved academic performance by helping students persevere when facing challenging problems and remain engaged in learning. As performance improves, positive emotions are experienced, leading to a greater interest in learning (Pajares, 2008).

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Research Guides

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: _____

- Define self-regulation in your own words.
- List or describe each of the four essential components (main parts) of self-regulation.
- 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?

- 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

Knowledge Tests

Self-Regulation Questionnaire

Please CHECK ONE response that best describes you. Do not check the information that will not help you in school and also help you become more prepared for college and career. There are no right or wrong answers!

Student ID	Date	How often				
		Not very often	1	2	3	4
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Questionnaires

Conflict Management

Know your usual response to conflict

Know the reasons for the conflict

Take steps to manage the conflict

Posters

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TEACHING ASSERTIVENESS IN MIDDLE AND HIGH SCHOOL CLASSROOMS

Patricia M. Noonan
Amy S. Gaumer Erickson

Lesson Plans

COLLEGE & CAREER COMPETENCY FRAMEWORK

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Self-Efficacy Exploration Resources

A collection of resources for developing student self-efficacy.

General Self-Efficacy Resources	Pre-K/Elementary Resources	Middle / High School Resources
CCC Self-Efficacy Poster Ability can grow with effort Self-Efficacy Poster PDF document	The Power of Yet Sesame Street - Janelle Monae SONGS Sesame Street: Janelle Monae - Power of Yet	Mindset Boosting Videos for Teens Mindset Boosting Video Archives - You, Inc.
CCC Self-Efficacy Video https://youtu.be/gE450jppkM	Effort Meter http://poachyeecheyla.blogspot.com/2013/01/focusing-on-effort-with-students.html	Neuroplasticity https://youtu.be/ELpYVCZa87g

Padlets

Goal Setting

Goal Setting can be taught through instruction & practice

Videos

Pre-K	K-2	3-5	6-8	9-12
<ul style="list-style-type: none"> Describes the ability to create a simple plan and immediately reflect on the implemented plan. Describes and chooses simple strategies for self-learning. Plans and practices ignoring some distractions during a task, resulting in increased focus. 	<ul style="list-style-type: none"> Demonstrates the ability to create a plan to accomplish a task or set of tasks. Follows multi-step, teacher-created plans. Identifies ways to get back on track when distracted. Develops a plan (with teacher guidance) to self-regulate for a task, resulting in increased focus. Predicts how various actions/decisions would 	<ul style="list-style-type: none"> Describes self-regulation components (i.e., plan, monitor, 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 assessments.

Sequence

Foundational Competencies

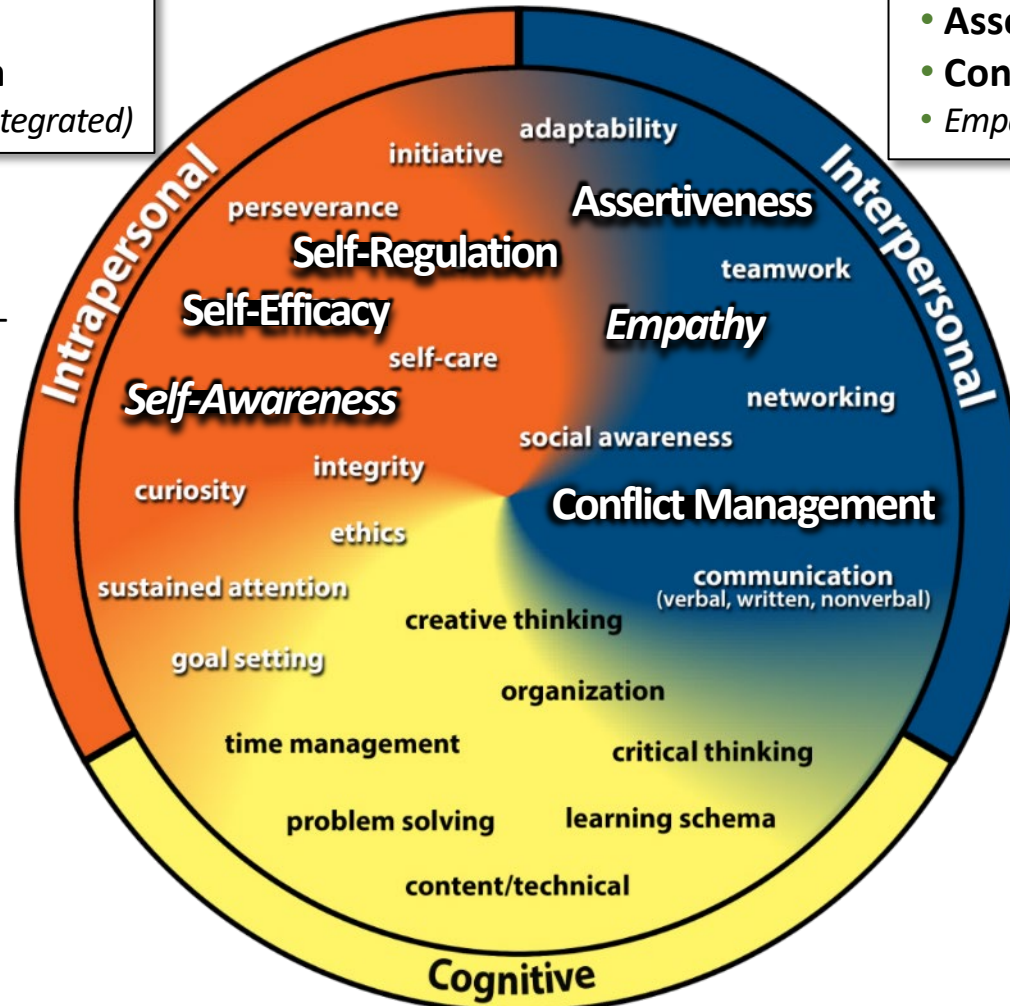
Intrapersonal

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

Interpersonal

- Assertiveness
- Conflict Management
- Empathy (integrated)

- Research-based
- Shown to improve in-school & post-school outcomes
- Distinct
- Teachable
- Measurable
- Generalizable



Highest Need Competencies Identified by Over 7,300 Kansas Students

Overall Rank by Highest Need	Males	Females	6 th Grade	9 th Grade	12 th 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	Initiative	Initiative	Assertiveness
Assertiveness	Conflict Management	Initiative	Conflict Management	Assertiveness	Communication Networking
Self-Efficacy Goal Setting	Communication	Conflict Management	Assertiveness	Communication	Conflict Management
Conflict Management	Assertiveness	Self-Efficacy	Goal Setting	Conflict Management	Self-Efficacy Goal Setting

Source: Competency Student Needs Assessment
(available free at [CCCFramework.org](https://cccframework.org))

Want to try out the Needs Assessment?
Go to <https://is.gd/rcsurvey>
Code: 11-4310

Assertiveness is defined as: Even when it's **difficult, expressing** your wants, needs, and thoughts while **respecting** others.

Assertiveness

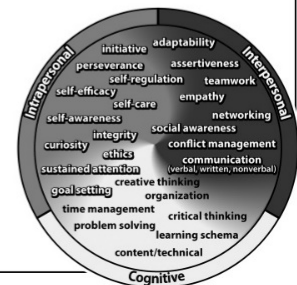
What I **WILL** or **WON'T** do...
What others **CAN** or **CAN'T** do to me...

Even when it's difficult, **express my** wants, needs, and thoughts



Even when it's difficult, **respect what others** want, need, and think

CCC College & Career Competency
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MENTI

Reflect on the evaluation of your initiatives

<https://www.menti.com/s86wfst7gy>



Professional Development

Session 1:
Assert intro
(9/28/20)



Teacher Next steps:

- Teach instructional plan
- Participate in team **coaching**

Session 2:
Assert
strategies
(11/30/20)



Teacher Next steps:

- Teach instructional plan
- Connect to content in the classroom
- Participate in team **coaching**
- Look for sequence indicators

Session 3:
More Assert
strategies
(2/18/21)



Teacher Next steps:

- Teach instructional plan
- Administer *AS Knowledge Test* as a post-test before Session 4
- Look for sequence indicators

Session 4:
Reflection
& Planning
(4/2/21)



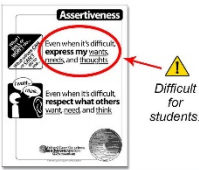

Teacher steps:

- Analyze and discuss the pre/post *AS Knowledge Tests*
- Analyze and discuss our *Schoolwide Educator Reflection* survey data
- Identify potential activities for scaling up and sustaining assertiveness instruction

SEL Coaches and Principals use input from Session 4 to determine 2020-21 next steps

PD Resources

Participant Packet

PATH TO STUDENT IMPACT		ASSERTIVENESS	
<p>1 Envision Purpose</p>  <p>Developing socially and emotionally engaged, career equipped, lifelong learners.</p>	<p>2 Discover Competencies</p>  <p>Three Domains</p> <ul style="list-style-type: none"> • Intrapersonal • Interpersonal • Cognitive <p>26 Competencies</p> <ul style="list-style-type: none"> • Research based • In-school and post-school outcomes • Teachable • Measurable • Generalizable 	<p>3 Focus On Assertiveness</p> <p>Competencies are complex.</p>  <p>Difficult for students.</p>	
<p>4 Explore Resources</p> <p>Key Website: http://cccframework.org/ Materials at https://www.ksdetas.nj.gov/</p> <ul style="list-style-type: none"> • Lessons and student workbook • Competency sequence • Teacher guides • Poster • Formative assessment • Padlet • <i>The Skills That Matter</i> by Noonan and Gaumer Erickson (2017) 	<p>5 Develop Your Instructional Plan</p> <ul style="list-style-type: none"> • Review the Assertiveness Lessons • Review the six foundational instructional criteria: <ol style="list-style-type: none"> 1. Provide instruction that facilitates students' understanding of the competency and components 2. Guide students to determine how the competency applies to them personally 3. Facilitate students' reflection on the 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 <p>Complete your plan for addressing today's assertiveness learning targets by submitting this survey: https://kusurvey.ca1.qualtrics.com/jfe/form/SV_9GPI4XDVVH8R7IS</p>	<p>6 Provide Instruction</p> <p>Teach lessons & embedded, ongoing instruction and guided practice for students </p> <p>We are available to support you:</p> <p>Pattie Noonan pnoonan@ku.edu</p> <p>Amy Gaumer Erickson agaumer@ku.edu</p>	<p>7 Reflect and Refine</p> <ul style="list-style-type: none"> • Administer and review pre-test • Discuss instruction with colleagues • Join next workshop on 11/20/2020

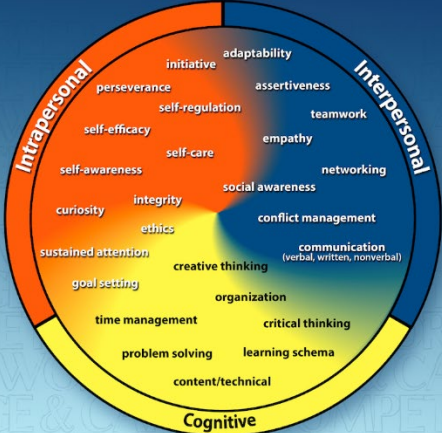
Lessons & Student Workbook

TEACHING

ASSERTIVENESS


IN MIDDLE AND HIGH SCHOOL CLASSROOMS

Patricia M. Noonan
Amy S. Gaumer Erickson



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Assertiveness lessons

Assessing Your Assertiveness (Pre-Test)

- **Lesson 1: Defining Assertiveness**
- **Lesson 2: Understanding Your Ability to Be Assertive**
- **Lesson 3: Understanding Yourself**
- Lesson 4: Understanding Others
- Lesson 5: Showing That You Understand Others
- Lesson 6: Developing Assertive Statements
- Lesson 7: Is it Assertive?
- Lesson 8: Assertiveness – Putting It All Together

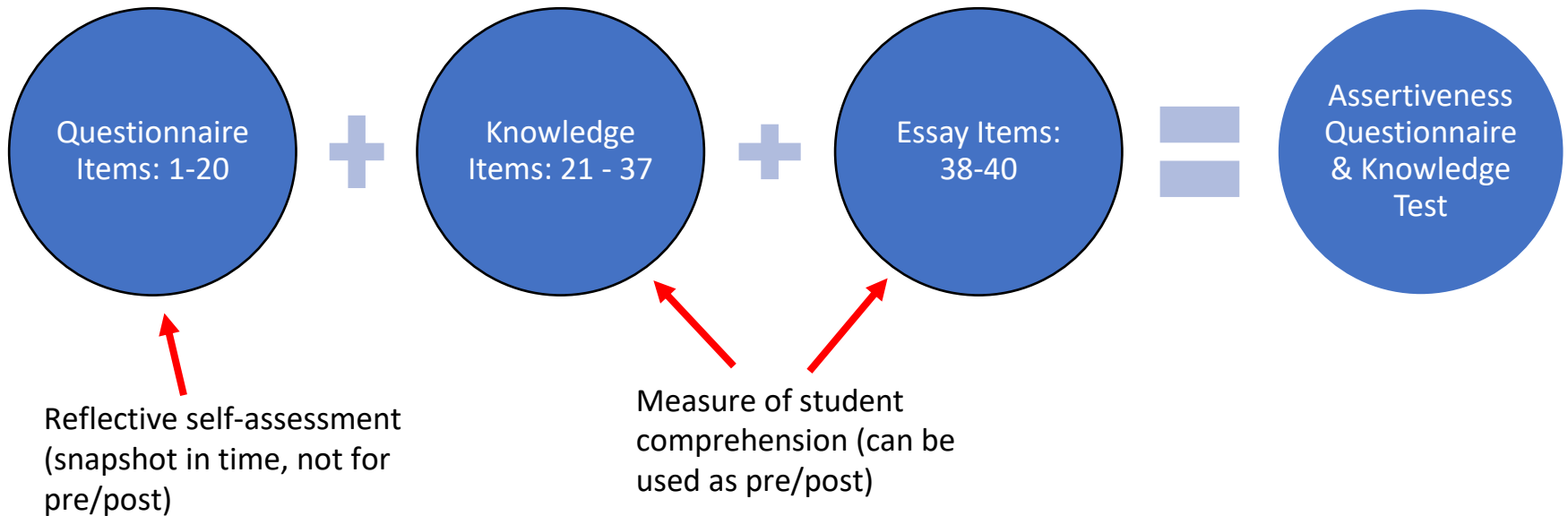
What would it look like if a student were being assertive?

- In group work
- With teachers
- Personal boundaries
- In relation to conflict

Educators responded on a [padlet](#)



Assertiveness Questionnaire & Knowledge Test



Want to try out the test?

Go to <https://is.gd/rcsurvey>

Code: 16-4306

Teacher choice of instructional activities

My Instructional Plan – Embedding Assertiveness concepts from Lessons 1 - 8

Plan competency instruction across time within your course content. Additional resources (e.g., research guide, questionnaire, video, poster, and Padlet) are on <http://CCCFramework.org>.

Directions: For each lesson, **check each activity you'll use** to address the learning target.

Name: _____ **School/District:** _____

Setting <i>i.e., course title, grade level(s)</i>	
Competency & Components	Assertiveness 1. Even when it's difficult, express my wants, needs, and thoughts 2. Even when it's difficult, respect what others want, need, and think
Results: <i>What will improve as a result of assertiveness instruction? What will you look for to see student growth?</i>	
Provide initial competency instruction so that students understand the competency and related concepts, know their strengths and areas for growth, and determine their own reasons for wanting to improve their assertiveness. Which activities will you use (and where/how will you incorporate them) in your class/context?	
1. How will you provide instruction that facilitates <u>students' understanding</u> of the competency and components? 2. How will you guide students to determine how the competency <u>applies to them personally</u> (e.g., in school, relationships, career, college)? 3. How will you facilitate <u>students' reflection on their strengths and challenges</u> related to the competency components?	<p>Lesson 1 Learning Target: Students can define assertiveness; differentiate between passive, assertive, and aggressive behaviors; and provide examples of why learning to be assertive is important.</p> <p><input type="checkbox"/> 1.1: Students break down the definition of assertiveness and write it in their own words.</p> <p><input type="checkbox"/> 1.2: Students discuss the CCC wheel, note that assertiveness is interpersonal, and relate assertiveness to other competencies.</p> <p><input type="checkbox"/> 1.3: Educator shows poster & shares personal example of assertiveness (including both components).</p> <p><input type="checkbox"/> 1.4: Students role-play both passive and aggressive responses to situations and then discuss why assertiveness is helpful for everyone (not just for people who are shy/passive).</p> <p><input type="checkbox"/> 1.5: Students reflect on a past experience where they were angry with someone and consider whether they communicated effectively or if assertiveness could have helped.</p> <p><input type="checkbox"/> 1.6: Students read & reflect on table contrasting passive, assertive, & aggressive behaviors.</p> <p><input type="checkbox"/> 1.7: Students rate a variety of behaviors on a spectrum of passive-assertive-aggressive and explain their reasoning.</p> <p><input type="checkbox"/> 1.8: Students complete a reflection ticket to identify why improving their assertiveness is important to them personally.</p> <p>Lesson 2 Learning Target: Students can identify their strengths and challenges related to being assertive.</p> <p><input type="checkbox"/> 2.1: Students read a table contrasting characteristics (body language, voice, & words) of passive, assertive, and aggressive communication and add 1 item of their own for each (with optional extended activity for students to repeat the same sentences with different body language and tones to see how it changes the meaning).</p> <p><input type="checkbox"/> 2.2: Students analyze recent interactions with specific people to rate their behavior in the interactions on the spectrum of passive-assertive-aggressive & answer reflection questions.</p>

Application Ideas

Lesson 1 Learning target: Students can define assertiveness; differentiate between passive, assertive, and aggressive behaviors; and provide examples of why learning to be assertive is important.

Lesson 2 Learning target: Students can identify their strengths and challenges related to being assertive.

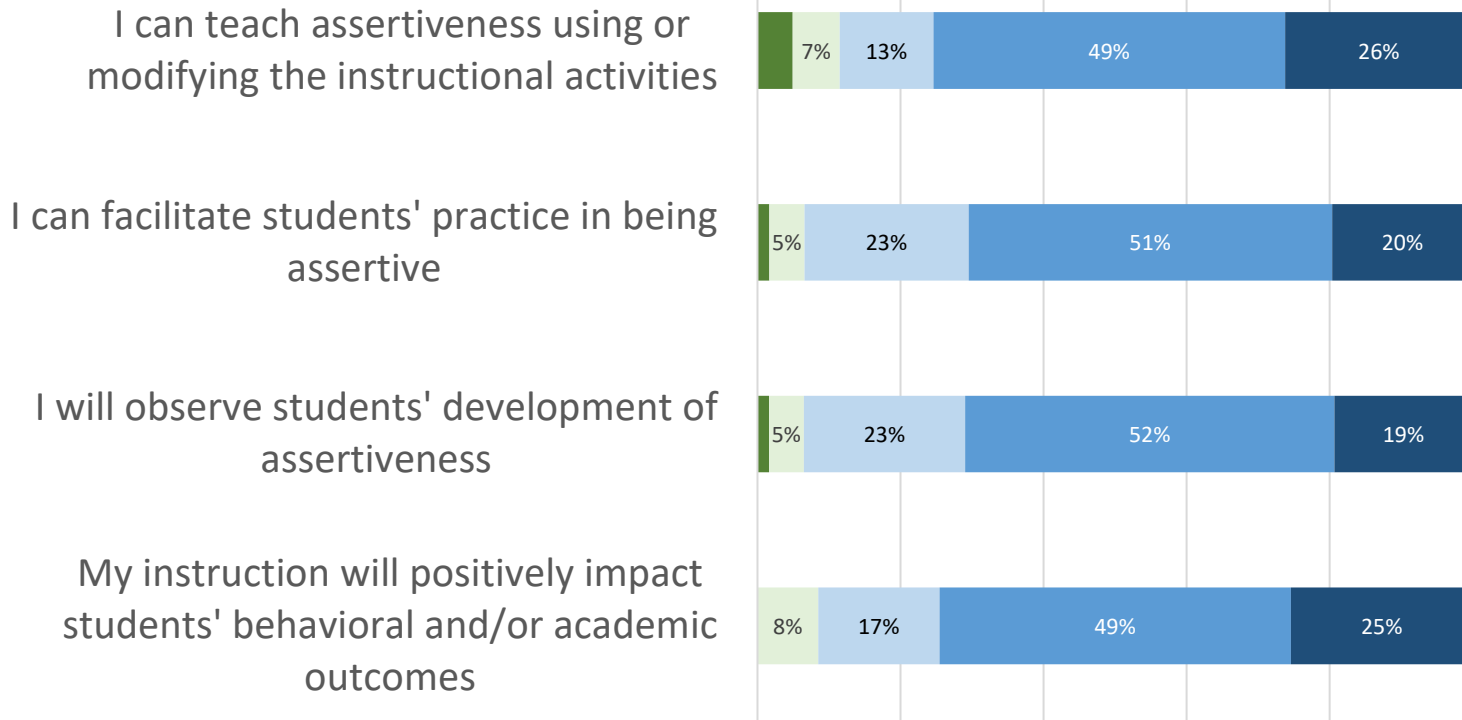
Where and how could you incorporate awareness of assertiveness?	
Discussing assertiveness of historical or literary figures	
Analyzing situations—Was that assertive?	
Discussing strengths and challenges to being assertive	
Journaling about assertive efforts	

Educators' Efficacy & Buy-In for Teaching Assertiveness

Rate Your Level of Confidence That...

1 (Not Confident) 2 3 4 5 (Very Confident)

0% 20% 40% 60% 80% 100%



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)

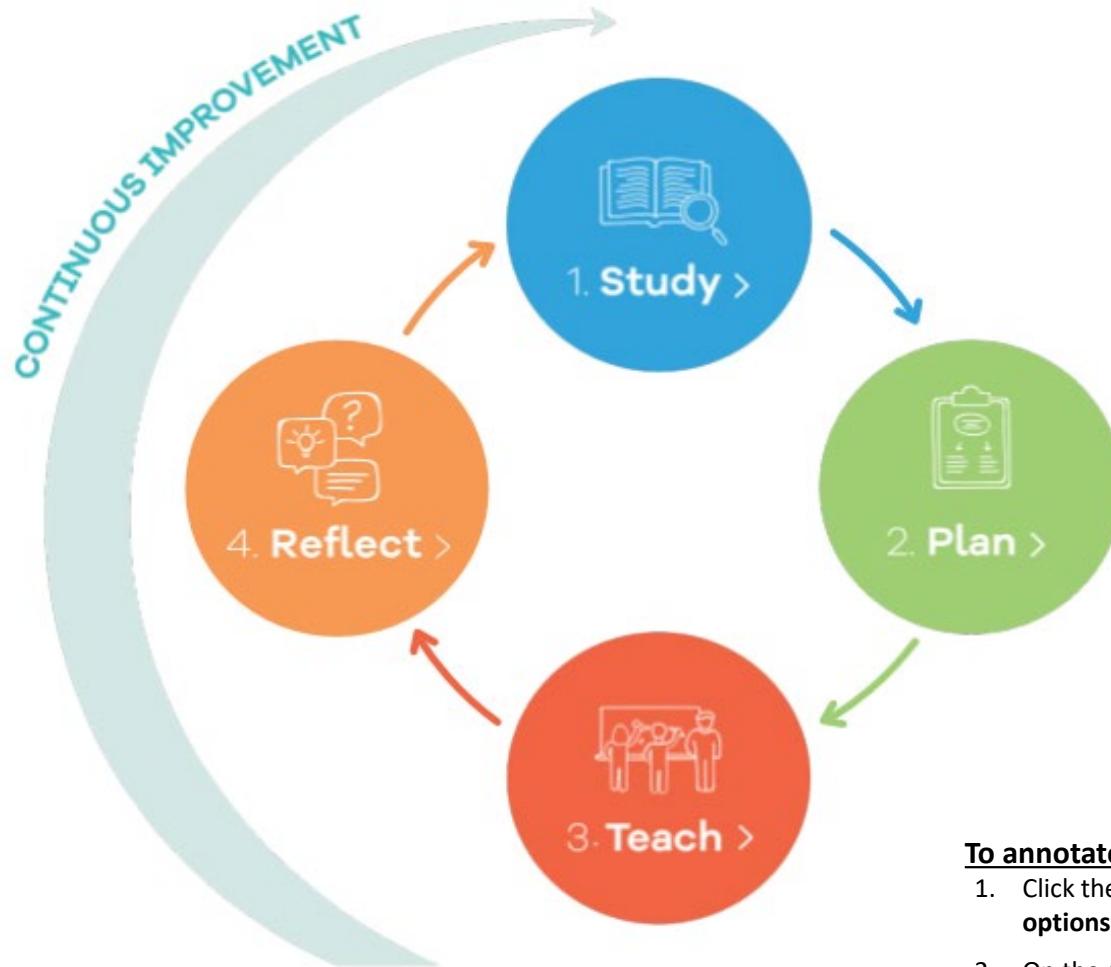
3 Facilitate **students' reflection** on their strengths and challenges related to the competency components.

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.

Which Lesson Study elements do educators engage in?

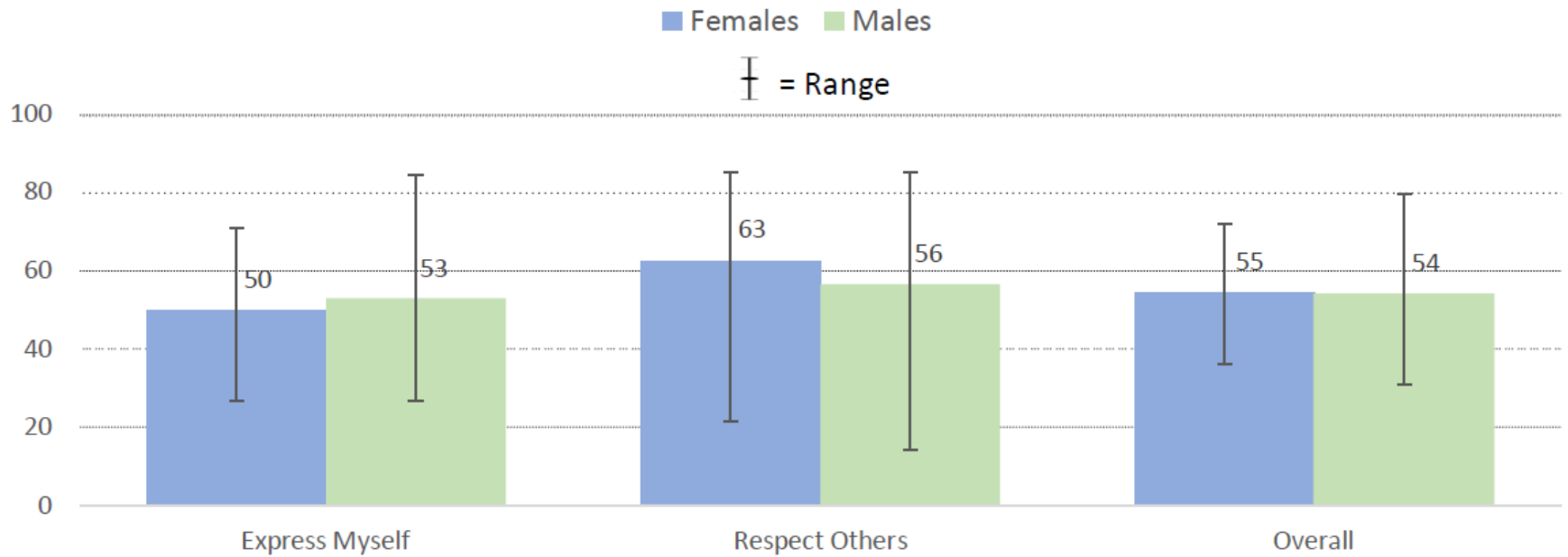


To annotate:

1. Click the dropdown arrow next to **View options** and click **Annotate**.
2. On the **Annotate** bar that appears, click **Stamp**.
3. Choose a stamp and click on the screen

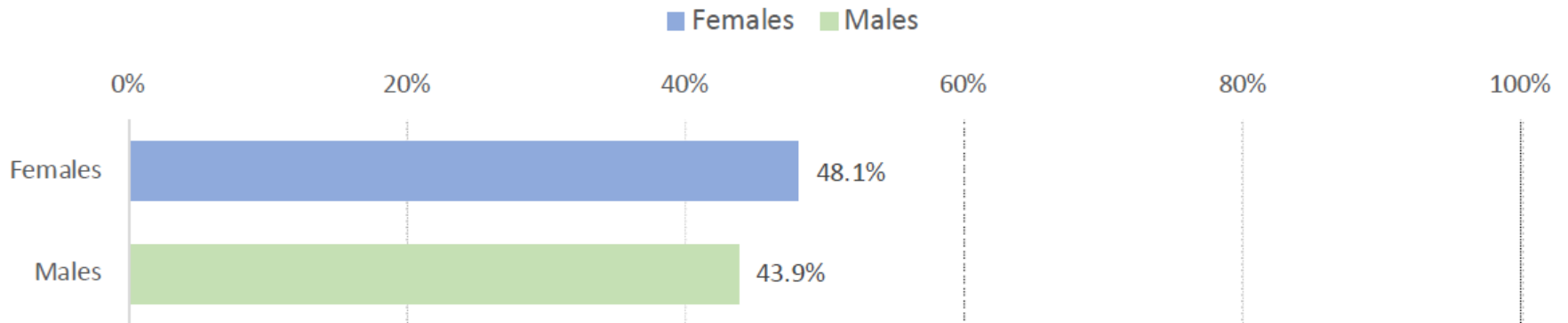
Assertiveness Student Formative Questionnaire Results

Scores by Component From 205 Females & 259 Males



Assertiveness Knowledge Test Items

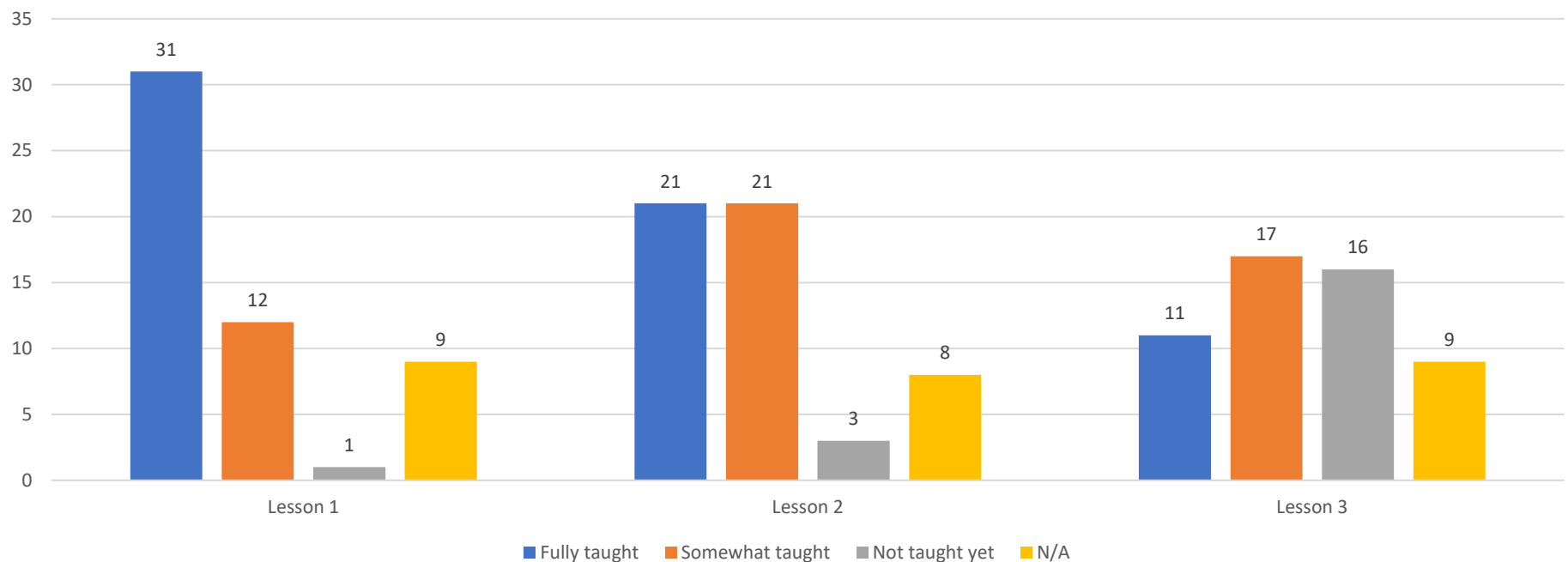
Overall Percentage Correct



How well were we able to address each learning target from Lessons 1-3?

- **Learning Target 1:** Students can define assertiveness; differentiate between passive, assertive, and aggressive behaviors; and provide examples of why learning to be assertive is important.
- **Learning Target 2:** Students can identify their strengths and challenges related to assertiveness.
- **Learning Target 3:** Students use the *Feeling Words Wheel* to better understand their feelings and express them appropriately at any given time.

To what degree have you been able to teach each learning target? (n=53)



3-Part Assertive Statements

PART 1 Empathy Statement

*an indication that you
understand the perspective
and feelings of the other person*

PART 2 Rationale / Reason

*provide some reasons and your feelings
to support your opinion
(without blaming others)*

PART 3 Request

*a clear, direct statement of
what you want to happen*

Competency Sequence: Development targets

These targets describe how students demonstrate progressive interpersonal skills at each stage.

By the end of each stage, each student:

Developing	Emerging	Demonstrating	Generalizing
<ul style="list-style-type: none"> • Demonstrates how to ask for help. • Expresses basic feelings and preferences. • Demonstrates refusal skills and the ability to say, "No." • Communicates a need or a want to peers and adults in a respectful manner. • Asks for help from an adult for a challenging situation. • Demonstrates respectful refusal skills. • Makes assertive statements paired with body language and tone of voice that match the statement. 	<ul style="list-style-type: none"> • Describes assertive, passive, and aggressive behaviors. • Demonstrates verbal and non-verbal communication for assertiveness. • Defines assertiveness (the ability to express wants, needs, and thoughts while respecting what others want, need, and think) and provides examples. • Demonstrates assertive statements during collaborative learning. • Explains how assertiveness is important for current and future life. • Demonstrates the ability to express feelings in a respectful manner. 	<ul style="list-style-type: none"> • Rephrases aggressive and passive statements into assertive statements (with prompts). • Determines personal boundaries and generates assertive statements to apply if boundaries are compromised. • Demonstrates the ability to respond to different points of view respectfully. 	<ul style="list-style-type: none"> • Demonstrates verbal and written assertive statements. • Predicts how increased assertiveness would affect outcomes of various situations. • Explains how assertiveness relates to conflict management and empathy. • Demonstrates assertiveness in various situations (e.g., teaming, social interactions, seeking support).

Select Sequence Indicators That You Will Observe



A. Expresses basic feelings and preferences.	
B. Communicates a need or want to peers and adults in a respectful manner.	
C. Demonstrates respectful refusal skills.	
D. Makes assertive statements paired with body language and tone of voice that match the statement.	
E. Demonstrates assertive statements during collaborative learning.	
F. Determines personal boundaries and generates assertive statements to apply if boundaries are compromised.	
G. Demonstrates the ability to respond to different points of view respectfully.	

Coaching

Q1) First let's talk about how instruction is going so far.

Describe your experience providing the instructional activities from Lessons 1-6. Note: If you weren't able to get as far as you intended, that is absolutely okay. We're here to talk about what went well and our next steps.

Where you able to try many of them? How did it go?

Did you modify any of the activities? If so, tell me about it. It would be interesting to hear about any virtual modifications, technology modifications, age level modifications.

Were the activities helpful to students?

Q2) Now let's talk about how you are giving students practice in your classrooms or reinforcing the learning. Many teachers do this through using their course content (literature, social studies and history) and have students identify communication styles, emotions and perspectives). Students can identify examples of aggressive and passive communication, and then revise to be assertive. But you can also provide practice through collaborative learning, where small groups of students practice assertiveness (nonverbal, voice, actions) during group work and then are prompted to self-rate or team rate percentage of time or level of assertive communication each member. If you see 1 student dominating a group, you can prompt the group to more equal, assertive behaviors by flashing a green card (aligned with tables). You can also regularly have students rephrase aggressive statements into assertive ones, or have students practice various ways to ask for help. Students can use the feelings wheel many times to get to a more sophisticated understanding of their feelings. When you hear statements like "that test was terrible" or "I hate this content", students can be prompted to identify corresponding feelings (for themselves or others). You can often just prompt students to consider their feelings before receiving a test back, after successfully learning something, or when just given a challenging assignment. You don't need to collect but prompt the self-reflection.

Can each of you describe how you've mentioned the concepts in your classes? If you haven't done this yet, it's okay. The group can brainstorm how you could tie classroom activities and/or content to assertiveness concepts.

[Time for participants to process their own ideas: "Why do you think that is? Or What are you thinking about ____? And affirm their processing with "I see" "Yes, that make sense"]

Q3) Quickly, have you observed any benefits for the students?

Q4) What are you hoping to do going forward in the next few weeks?

Is there anything you are apprehensive about moving forward?

Educator Practices: What does this look like for teachers?

B. Providing Assertiveness Instruction

	Educator Practices	Novice	Emerging	Proficient
B1	Teacher: <ul style="list-style-type: none"> • Provided instruction, addressing each learning target for the competency, to facilitate <u>students' understanding</u> of assertiveness. 	I incorporated assertiveness instructional activities to address a few of the learning targets.	I incorporated instructional activities for most of the learning targets.	I incorporated instructional activities to address each assertiveness learning target. I re-taught key concepts as needed.

C. Facilitating Assertiveness Practice with Feedback

	Educator Practices	Novice	Emerging	Proficient
B2	Teacher: <ul style="list-style-type: none"> • Guided students to determine how assertiveness <u>applies to them personally</u>. • Facilitated <u>students' reflection</u> on their strengths and challenges related to assertiveness. 	I prompted (but did not facilitate) students' application of assertiveness or reflection on strengths and challenges related to assertiveness components.	I facilitated at least opportunity for student personal application of assertiveness and/or on strengths and challenges related to assertiveness components.	
C1	Teacher: <ul style="list-style-type: none"> • Facilitated opportunities for students to practice assertiveness, including each component, over time. 	I expressed an expectation that students demonstrate assertiveness and/or provided group practice opportunities but did not facilitate		I provided classroom practice opportunities for each student that were infrequent (less than once per quarter) and/or addressed some (but not all) assertiveness components. I utilized existing classroom curricula and activities to create authentic opportunities for each student to practice assertiveness, including each component, at least once per quarter. Practice was ongoing, over multiple class sessions.

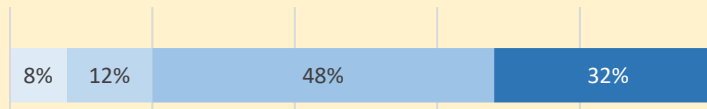
Facilitating Practice with Feedback

Respondents Self-Ratings (N=25)

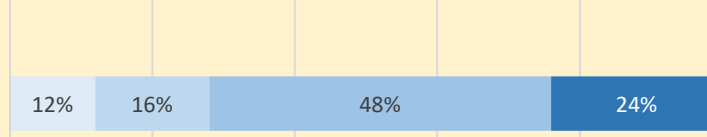
■ Not Yet / Not Applicable
 ■ Novice
 ■ Emerging
 ■ Proficient

0% 20% 40% 60% 80% 100%

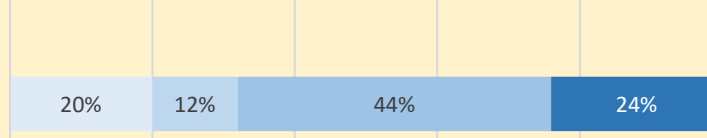
I facilitated opportunities for students to practice assertiveness, including both components, over time.



I provided feedback to students throughout their practice of the assertiveness components.



I facilitated students' reflection on their development of assertiveness components.



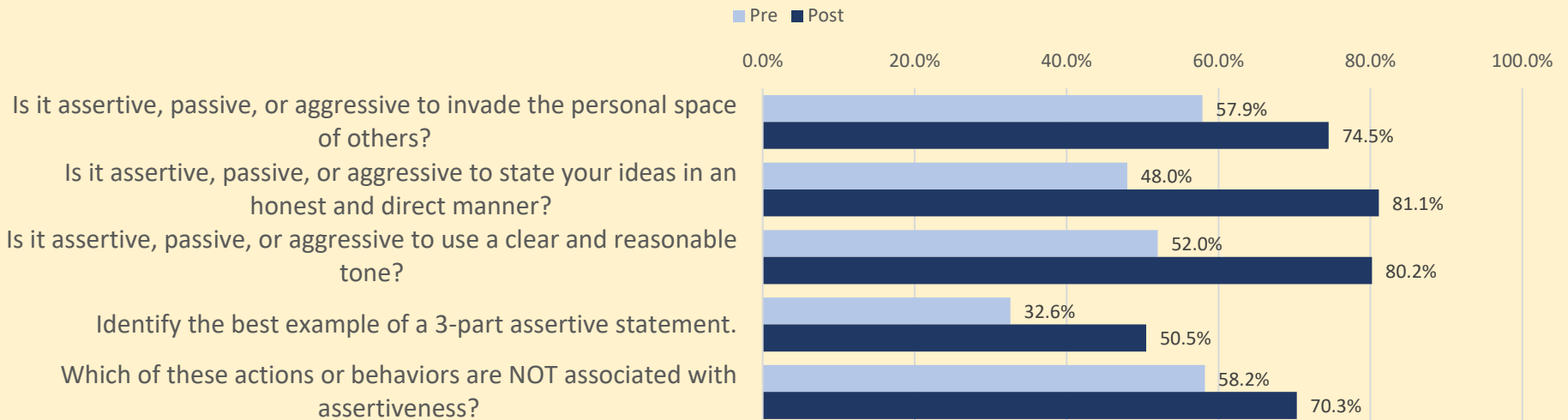
I gave specific feedback to each student regarding each assertiveness component, throughout and after student practice.

I facilitated reflection on development of both assertiveness components at least quarterly for all students.

I guided students in identifying their personal growth in assertiveness concepts.

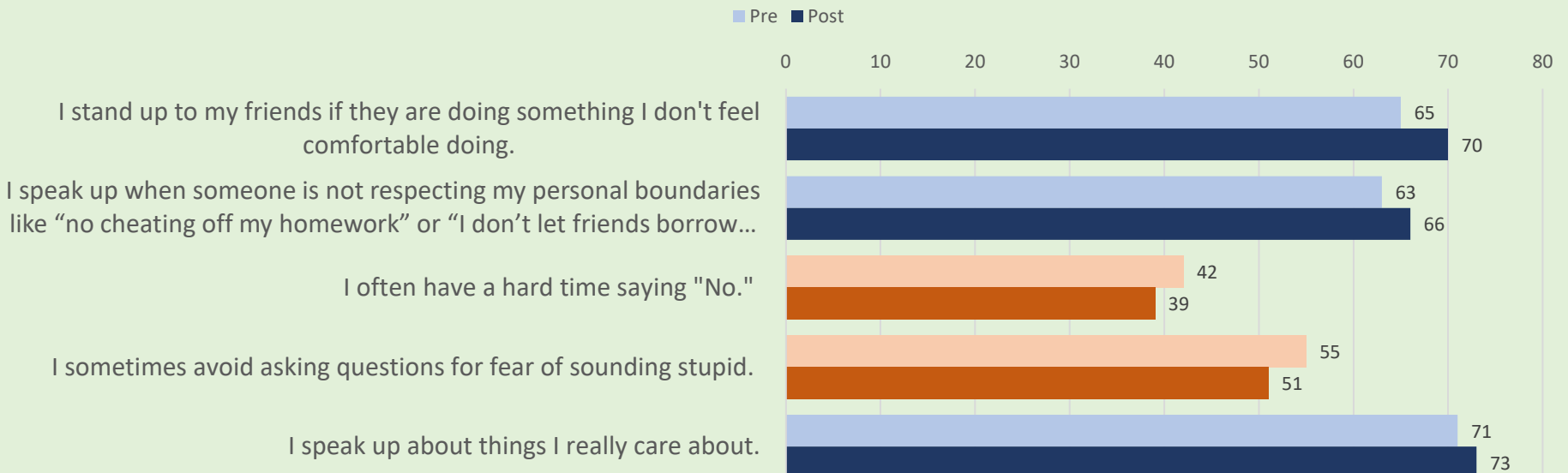
Assertive Knowledge Test Responses

Percentage of Students' Correct Answers



Students' Self-Reported Questionnaire Responses

Item Averages



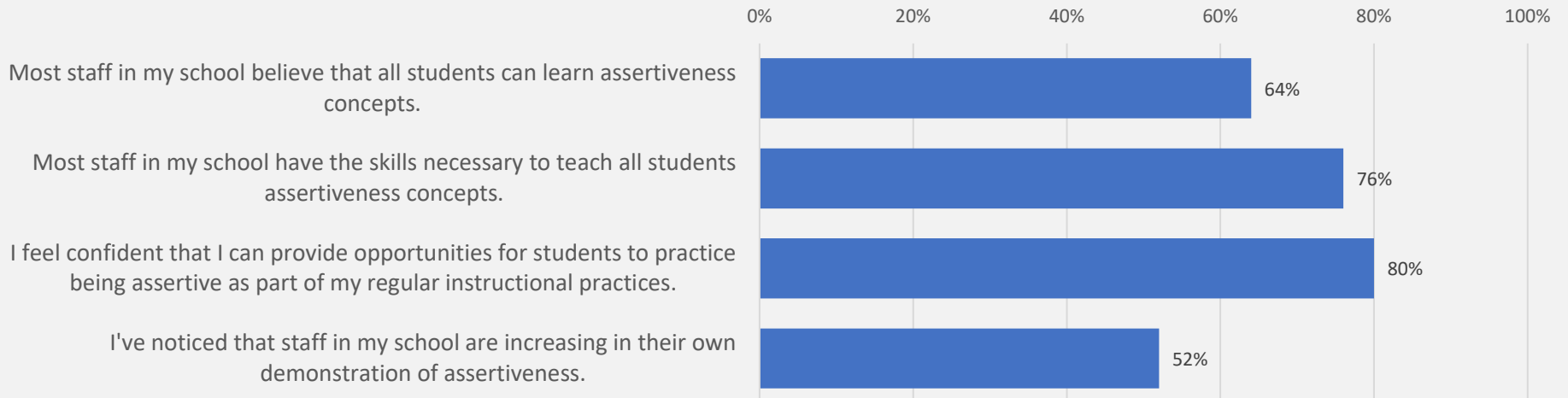
Student Impacts/Outcomes for Assertiveness

Percentage of Respondents Observing the Outcome



Perceptions of Staff

Percentage of Respondents that Agree



Sustained Implementation Goals

1 **TEACH STUDENTS**

INTRAPERSONAL
SELF-REGULATION
SELF-EFFICACY

INTERPERSONAL
CONFLICT MANAGEMENT
ASSERTIVENESS

2 **DETERMINE IMPACT**

CONTINUALLY IMPROVE

3 **EXPAND OUR CAPACITY**

College & Career Competency Framework

Observation Checklist for High-Quality Professional Development (Version 3)

Domains

- Preparing for Learning
- Contextualizing the Content
- Engaging in Learning
- Reflecting on Learning
- Transferring Learning to Practice

Observation Checklist for High-Quality Professional Development (Version 3) (HQPD Checklist-3) May 2020	
The Observation Checklist for High-Quality Professional Development - Version 3 (HQPD Checklist-3) was designed to be completed by an observer to determine the inclusion of evidence-based adult learning indicators within professional development. These data should be incorporated into ongoing feedback and coaching to the individuals who provide professional development. Furthermore, the indicators can be used as guidance when designing or revising professional development. The tool represents a compilation of indicators, identified through a review of relevant research and more than fifteen years of experience evaluating professional development, that promote learning and implementation of evidence-based practices.	
Preparing for Learning	
1.	Prior to the professional development, provides learning objectives addressing the critical concepts.
2.	Prepares participants to engage in the content by assigning activities in advance.
3.	Follows an agenda that outlines the flow of the content and includes beginning times, ending times, and key breaks.
4.	Establishes credibility by communicating content expertise and/or experience.
Contextualizing the Content	
5.	Illustrates alignment between the content and participants' organizational standards, goals, or priorities.
6.	Summarizes the evidence base for the content, including providing references or links.
7.	Emphasizes the impact of the practice/content on improved outcomes (e.g., student achievement, client well-being).
8.	Provides model examples of the content in practice, connected to participants' context.
Engaging in Learning	
9.	Builds on or relates to participants' prior learning.
10.	Engages participants in higher-order thinking to learn each critical concept.
11.	Prompts each participant to relate the content to their context.
12.	Facilitates opportunities for participants to collaborate related to the critical concepts.
13.	Facilitates opportunities for each participant to practice applying the critical concepts.
Reflecting on Learning	
14.	Provides constructive feedback within practice opportunities to promote the acquisition of skills.
15.	Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.
16.	Facilitates opportunities for participants to reflect on how learning will influence their practice.
17.	Establishes a process for participants' continued reflection on implementation and impact.
Transferring Learning to Practice	
18.	Outlines criteria that illustrate a successful transfer of the critical concepts to practice.
19.	Ensures that participants leave with detailed action steps to apply their learning.
20.	Provides resources and technical assistance for continued learning.
21.	Establishes ongoing, two-way communication (coaching) to improve the implementation fidelity of critical concepts.

Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). *Observation Checklist for High-Quality Professional Development* [Version 3]. Center for Research on Learning, University of Kansas.

<http://www.researchcollaboration.org/page/high-quality-professional-development-checklist>

Content Fidelity Observation

Part 1: PRE-TRAINING AND TRAINING		Points	Comment	
1. If Installation, administrator overview call/meeting prior to first training		Required		
2. If Installation, representative school teams identified (i.e., administrator, 2 general educators, counselor, special educator)		Required		
3. Registration at www.KSDETASN.org		Required		
4. Pre/post-quiz included in registration		Required		
5. Pre-training tasks/questions provided in registration		Required		
6. Agenda and learning objectives provided in registration		Required		
TRAINING		Point	Part 2: POST-TRAINING	
7. Overview of training learning objectives and participant expectations		/2	35. Trainer completes reflection form and submits to developers	Required
8. Definition of competency and where it fits in the CCC Wheel (may include related competencies)		/2	36. Trainer reviews and provides feedback on participants' instructional plans (completed plans with feedback uploaded to Dropbox)	Required
9. Research, with citations, on why the competency is important and in-school and post-school impact		/3	37. Reminder email to participants who did not submit an instructional plan	Required
10. Describe observed student impacts from teaching competency in general and in various school settings		/3	38. If Installation, feedback provided to all administrators on ways to support teachers' implementation	Required
11. Optional: Competency video (may be included in pre-training requirements)			Part 2: All Required Items Met?	
12. Description of competency components		/4		/4
13. Personal/adult example of the competency		/1	Part 3: Data-based Decision Making (DBDM)	
14. Choral reading or other engagement activities of competency components multiple times		/3	39. Online DBDM survey launched and summary report created	Required
15. Participant reflection on the competency in their own lives		/1	40. Overview of learning objectives and expectations for participants	/1
			41. Review competency components and instructional criteria	/1
			42. Describe Data-based Decision Making cycle	/2
			43. Describe purpose of data (e.g., determining impact and improving instruction)	/1
			44. Share/discuss a variety of methods for assessing implementation and impact	/1
			45. Include activities to help participants deepen their understanding of competency instruction	/2
			46. If Installation, team reflection on overall implementation and impact	/2
				All required
				Comment

Coaching Behaviors and Fidelity Observation

Observation of Coaching & Meeting Facilitation Behaviors

Developing Relationships

Coach(es), Meeting Facilitator(s), Team Members...

Rating	Indicator	Observations/Specific Examples
	1. Inquire authentically to gain a fuller understanding of the participants' context.	
	2. Demonstrate understanding of the participants' context.	
	3. Provide clear, specific, and actionable feedback.	
	4. Use open-ended questions to explore the participants' perspective.	
	5. Respond to the participants' needs and concerns.	
	6. Speak with intention and clarity.	

Facilitating Coaching Conversations

Coach(es), Meeting Facilitator(s), Team Members...

Rating	Indicator	Observations/Specific Examples
	9. Allow think time after questions are posed.	
	10. Reflect before responding to higher-order questions.	

Facilitating Action/Brainstorming Data-Informed Solutions

Coach(es), Meeting Facilitator(s), Team Members...

Rating	Indicator	Observations/Specific Examples
	21. Clearly articulate the conversation's purpose(s).	
	22. Facilitate review of progress on previous action items.	
	23. Avoid automatically proposing solutions/conclusions to complex questions, allowing solutions/conclusions to develop collaboratively.	
	24. As needed, offer additional resources relevant to the conversation.	

Extend Your Learning

- Reflect: How will the information from this session influence your PD or evaluation of PD?
- Review Competency Framework resources (<http://cccframework.org/>)
- Contact us to learn more about the Competency Framework and how we could partner with your state to implement SEL at Tier 1

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