

## College and Career Competency Sequence

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

By the end of each stage, each student:

	<b>Self-Regulation</b>	<b>Self-Efficacy</b>	<b>Assertiveness</b>	<b>Conflict Management</b>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to create a simple plan and immediately reflect on the implemented plan.</li> <li>• Describes and chooses simple strategies for self-calming.</li> <li>• Plans and practices ignoring some distractions during a task, resulting in increased focus.</li> <li>• Demonstrates the ability to create a plan to accomplish a task or set of tasks.</li> <li>• Follows multi-step, teacher-created plans.</li> <li>• Identifies ways to get back on track when distracted.</li> <li>• Develops a plan (with teacher guidance) to self-regulate for common challenging situations and emotional reactions.</li> <li>• Predicts how various actions/decisions would affect outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding that making mistakes is normal.</li> <li>• Continues work on a challenging task by trying different ways to solve a problem.</li> <li>• Demonstrates approaching a challenging task with recognition that ability grows with effort.</li> <li>• Describes mistakes as normal and opportunities to learn.</li> <li>• Provides examples of growth mindset self-talk statements.</li> <li>• Describes some basic structures of the brain and understands that a brain can “grow” and change with practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates how to ask for help.</li> <li>• Expresses basic feelings and preferences.</li> <li>• Demonstrates refusal skills and the ability to say, “No.”</li> <li>• Communicates a need or want to peers and adults in a respectful manner.</li> <li>• Asks for help from an adult for a challenging situation.</li> <li>• Demonstrates respectful refusal skills.</li> <li>• Makes assertive statements paired with body language and tone of voice that match the statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands conflict is normal and natural and that we are each unique.</li> <li>• Describes and demonstrates simple conflict management techniques (asks for help, takes turns, finds a different toy play with).</li> <li>• Identifies and labels his/her own basic feelings and emotions.</li> <li>• Identifies natural reasons for conflict and understands that conflict is normal.</li> <li>• Demonstrates the ability to listen to others’ ideas and realizes other people may view situations differently.</li> <li>• Identifies the problem in a conflict situation and states feelings and behaviors related to the problem.</li> <li>• Uses words and other positive strategies to resolve social conflicts and nurture relationships.</li> </ul>

	<b>Self-Regulation</b>	<b>Self-Efficacy</b>	<b>Assertiveness</b>	<b>Conflict Management</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• Describes self-regulation components (i.e., plan, monitor, take control and make changes, and reflect).</li> <li>• Explains self-regulation strengths and areas for improvement related to specific situations (e.g., assignments, technology, social interactions).</li> <li>• Demonstrates the ability to make increasingly detailed plans to accomplish tasks.</li> <li>• Identifies potential barriers to plan completion using if/then statements.</li> <li>• Monitors progress of efforts over time.</li> <li>• Reflects on success of effort.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the difference between a fixed mindset and a growth mindset.</li> <li>• Identifies times when his/her efficacy was strong and times when it was lacking.</li> <li>• Provides examples of how effort relates to accomplishing a challenging task and incorporates concept to own life.</li> <li>• Describes ways to increase self-confidence/belief in ability for various challenging tasks.</li> <li>• Demonstrates verbal persuasion and growth mindset self-talk.</li> <li>• Explains how our brain changes as it is challenged with new information (basics of neuroplasticity) and applies this to growth versus fixed mindsets.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes assertive, passive, and aggressive behaviors.</li> <li>• Demonstrates verbal and non-verbal communication for assertiveness.</li> <li>• Defines assertiveness (the ability to express wants, needs, and thoughts while respecting what others want, need, and think) and provides examples.</li> <li>• Demonstrates assertive statements during collaborative learning.</li> <li>• Explains how assertiveness is important for current and future life.</li> <li>• Demonstrates the ability to express feelings in a respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of how he/she typically responds to various conflicts.</li> <li>• Demonstrates understanding of possible underlying feelings associated with anger.</li> <li>• Restates anger statements as “I” statements, expressing feelings clearly.</li> <li>• Identifies conflict management strategies applied to various situations.</li> <li>• Displays listening skills to respectfully listen to other people’s feelings and positions.</li> </ul>

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By the end of each stage, each student:

	<b>Self-Regulation</b>	<b>Self-Efficacy</b>	<b>Assertiveness</b>	<b>Conflict Management</b>
<b>Demonstrating</b>	<ul style="list-style-type: none"> <li>• Applies self-regulation components to short-term personal and academic goals.</li> <li>• Creates a plan (detailed set of actions), then monitors progress and effort, makes changes as needed, and reflects in a variety of specific situations.</li> <li>• Reflects on strengths, challenges, effort, and outcomes related to self-regulation in specific situations.</li> <li>• States how self-regulation applies to current and future life.</li> <li>• Identifies connections between self-regulation and other competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe self-efficacy.</li> <li>• Describes relevant brain anatomy, such as how neural connections grow and change.</li> <li>• Self-assesses level of efficacy, effort, and amount of learning over time applied to specific tasks/knowledge.</li> <li>• Describes how ability can grow with effort in various situations.</li> <li>• Describes sources of efficacy such as self-talk, previous victories and mastery experiences, emotional and physical signals, and vicarious experiences.</li> <li>• Utilizes mindful practices to self-calm and focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Rephrases aggressive and passive statements into assertive statements (with prompts).</li> <li>• Determines personal boundaries and generates assertive statements to apply if boundaries are compromised.</li> <li>• Demonstrates the ability to respond to different points of view respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the five conflict management styles and identifies appropriate situations for using each style.</li> <li>• Reflects on managing conflict in personal life.</li> <li>• Understands the impact of personal responses to conflict.</li> <li>• Demonstrates strategies to better understand anger in self and others.</li> <li>• Anticipates outcomes when difference conflict management styles are applied to various situations.</li> <li>• Applies appropriate conflict management approaches to situations based on desired outcomes when prompted.</li> </ul>

	<b>Self-Regulation</b>	<b>Self-Efficacy</b>	<b>Assertiveness</b>	<b>Conflict Management</b>
<b>Generalizing</b>	<ul style="list-style-type: none"> <li>• Defines the self-regulation concepts “proactive,” “self-directed,” “process,” and “attainment.”</li> <li>• Self-regulates in multiple settings (e.g., virtual, academic, and social) related to various situations (e.g., long-term projects, personal goals, career development).</li> <li>• Explains how self-regulation relates to self-efficacy and assertiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an awareness of his/her level of efficacy for various challenging tasks.</li> <li>• Utilizes strategies from four sources of self-efficacy (mastery experiences, vicarious experiences, verbal persuasion, and physiological feedback).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates verbal and written assertive statements.</li> <li>• Predicts how increased assertiveness would affect outcomes of various situations.</li> <li>• Explains how assertiveness relates to conflict management and empathy.</li> <li>• Demonstrates assertiveness in various situations (e.g., teaming, social interactions, seeking support).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding the context of conflicts, including the perspectives of all involved.</li> <li>• Applies appropriate conflict management approaches to situations based on desired outcomes.</li> <li>• Demonstrates negotiation and mediation strategies in conflict situations.</li> </ul>