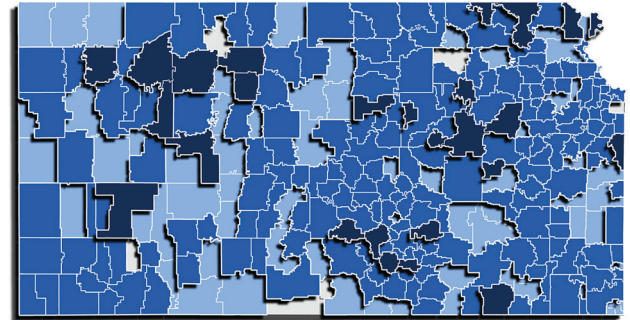


The **Kansans Can Competency Framework**, a partnership between the **Kansas State Department of Education** and developers Dr. Pattie Noonan and Dr. Amy Gaumer Erickson, supports educators in systematically embedding intrapersonal and interpersonal competencies into course content. In this way, educators support students to become career-equipped, socially and emotionally engaged, lifelong learners. The **Kansans Can Competency Framework** includes a multi-year professional development process, fidelity and sustainability tools, K-12 foundational lessons, instructional resources, and formative assessments.

## REACHING STATEWIDE

In the past 6 years, Kansas educators from 282 districts have participated in professional learning, accessed/implemented competency instruction, and/or facilitated students' reflection on intrapersonal and interpersonal skills. These educators are developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere. During the 2021-22 school year, middle/high school curricula in self-regulation, assertiveness, conflict management, and self-efficacy were made available to all public school districts; educators in 261 districts accessed the free curricula and 100% of public middle and high schools were mailed the book *Teaching Self-Regulation: 75 Instructional Activities to Foster Independent, Proactive Students*. During the 2022-23 school year, K-2 and 3-6 curricula in self-efficacy and self-regulation were disseminated across Kansas; educators in 190 districts accessed these free curricula. The curricular resources feature more than 200 instructional activities, companion student workbooks, and 40 strategies that empower students to apply their learning.



- Schoolwide or Districtwide Professional Learning
- Team or Individual Professional Learning
- Assessments and/or Lessons Accessed

Kansas students reflected on their **intrapersonal** and **interpersonal** skills by completing more than **14,000** formative assessments

*"I loved all the lessons and resources that were provided. I am able to use this in my classroom right now, which is extremely beneficial."*  
— Training Participant

## IMPACTING STUDENTS

Kansas students reflected on their intrapersonal and interpersonal skill development by completing 14,406 competency-specific formative assessments in the past 2 years. Between September 2022 and June 2023, 3,171 Kansas educators utilized the website [www.CCCstudent.org](http://www.CCCstudent.org), which provides real-time, graphed results to foster student reflection and classwide results for instructional planning. Automatically generated comparison reports display students' growth over time.

### TOP OBSERVED STUDENT IMPACTS

#### Assertiveness

- Improved communication
- Increased ability to express themselves
- Improved conflict management

#### Self-Efficacy

- Improved confidence in their own abilities
- Increased persistence in challenging tasks
- Improved teamwork/groupwork

#### Self-Regulation

- Improved quality and timeliness of work
- Increased student responsibility
- Increased learning and retention of subject matter

In a study including 735 educators, regression analyses revealed significant positive academic impacts when educators provided instruction addressing the competency-specific learning targets and facilitated students' practice of the competency.

*"I can't wait to implement all of this in my classes."*  
— Training Participant

## EXPANDING EDUCATORS' EXPERTISE

During the 2022-23 school year, 34 professional learning events were held, including online courses, multi-session workshops, webinars, and team coaching. Feedback and performance data informed follow-up training and coaching. Evaluation surveys from 179 participants averaged ratings of 4.49 on a 5-point scale for the item, *Overall, the training was of high quality*. Of the 117 competency-specific course completers who provided feedback, 99% agreed that they had a strong understanding of the competency, and 100% agreed that they would continue to use the information to support students. Numerous free resources are available to Kansas educators at [www.CCCframework.org](http://www.CCCframework.org). Leadership can request a 30-minute virtual meeting to discuss school needs by emailing Dr. Pattie Noonan at: [pnoonan@ku.edu](mailto:pnoonan@ku.edu).

*"We are beginning to use performance-based observations and self-reflections; this will help the students with the quality of their self-monitoring."*  
— Training Participant

### RECENTLY RELEASED RESOURCES

**Curricula:** Primary, Intermediate, and Secondary curricula that build students' resilience through assertiveness, conflict management, self-efficacy, and self-regulation

**Posters:** 40 specific strategies that students can use to become engaged, resilient learners

**Strategy Videos:** embedded into the curricula, elementary and secondary videos provide an overview for students to learn each strategy

**Guidance for Families:** information and videos guiding families to promote competency development in the home environment

**Sustainability Series:** eight-part video series providing key considerations for sustaining the Competency Framework

**Book:** *Teaching Self-Regulation: 75 Instructional Activities to Foster Independent, Proactive Students*

**Online Courses:** communities of practice that support grade-level and role-specific implementation

## BUILDING CAPACITY

Eight highly skilled instructional leaders have completed the rigorous professional learning process to become **Recognized Kansans Can Competency Trainers**. These trainers are available to support districts and schools across the state to systematically incorporate intrapersonal and interpersonal learning. As schools implement and sustain the Competency Framework practices, they have the option to develop local coaches. These coaches participate in an ongoing learning community that continually expands their expertise and promotes sustained schoolwide implementation.