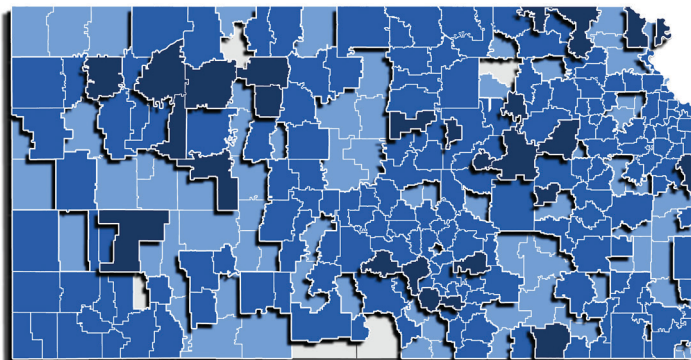


The **Kansans Can Competency Framework**, a partnership between the **Kansas State Department of Education** and developers Dr. Pattie Noonan and Dr. Amy Gaumer Erickson, supports educators in systematically embedding intrapersonal and interpersonal competencies into course content. In this way, educators 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 tools, foundational lessons, instructional resources, and formative assessments.

## REACHING STATEWIDE

In the past five years, Kansas educators from 281 districts have participated in professional learning, accessed/implemented competency instruction, and/or facilitated students' reflection on intrapersonal and interpersonal skills. 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; 259 districts accessed the free curricula which featured over 200 instructional activities and companion student workbooks. During the 2022–23 school year, curricula designed for elementary students will be provided to districts across the state.



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

**Kansas students** have reflected on their competency development by completing **more than**

**11,000**  
formative assessments

*"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

## BUILDING CAPACITY

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

*"I really loved the list of 3 questions to consider about using data: How will results be used by students to promote learning/application of skills? How will results be used by educators and leadership to guide decisions? How will results be shared with families to build partnerships?"*

— Training Participant

## IMPACTING STUDENTS

Kansas students reflected on their intrapersonal and interpersonal skill development by completing 11,282 competency-specific formative assessments during the 2021–22 school year. The website [www.CCCstudent.org](http://www.CCCstudent.org) is free and available to all Kansas educators, allowing for real-time, individually graphed results to foster student reflection and classwide results for instructional planning. Following an instructional process in which educators taught foundational lessons and integrated competency instruction within course content, 137 educators completed a reflection around teaching practices and observed student impact; 95% of educators who reflected on their instruction noted measurable student impacts.

### TOP 10 OBSERVED STUDENT IMPACTS

1. **Improved confidence** in their own abilities
2. **Increased ability** to seek assistance & supports
3. **Increased self-reflection/self-awareness**
4. **Improved teamwork/groupwork**
5. **Improved communication**
6. **Increased ability** to express themselves
7. **Increased willingness** to take on challenges
8. **Improved quality/timeliness** of work
9. **Increased student responsibility**
10. **Increased persistence** in challenging tasks

## EXPANDING EDUCATORS' EXPERTISE

During the 2021–22 school year, 104 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 393 participants in the webinar series, *Measuring Social-Emotional Growth*, averaged ratings of 4.14 on a 5-point scale for the item, *Overall, the training was of high quality*. Of the 197 competency-specific course completers who provided feedback, 99% agreed that they had a strong understanding of the competency and 98% agreed that they would continue to use the information to support students. Numerous free resources are available, including self-paced professional learning modules, guidance for families, student videos, and lessons in assertiveness, conflict management, self-efficacy, and self-regulation.

### NEW RESOURCES

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

**Student Videos:** youth-developed videos demonstrating intrapersonal and interpersonal concepts

**Modules:** virtual, self-paced, professional development including instructional activities

**Guidance for Families:** information and videos guiding families to promote intrapersonal and interpersonal skills

**Implementation Videos:** nine-part *Measuring Social-Emotional Growth* video series providing key considerations for an SEL data system

**Classroom Videos:** example classroom instruction on core concepts for foundational competencies

**Elementary Lessons:** self-efficacy and self-regulation lessons designed for primary and intermediate grades (secondary lessons were released in 2019)