CCC Overview Video

We, as educators, need to prepare every student with the skills they need to be ready for life after high school. But **how** can we teach the competencies that all students need to find success in college and careers while teaching our curriculum?

The *College and Career Competency Framework*, developed by Drs. Gaumer Erickson and Noonan, offers an approach for systematically developing students' competencies within the school context, integrated into academic coursework. At its essence, this framework promotes the instruction of evidence-based competencies that support positive in-school and post-school outcomes for all students. Recently, the National Academy of Sciences defined the skills necessary for success in the 21st century as falling into 3 domains: intrapersonal, interpersonal, and cognitive.

The intrapersonal domain includes competencies such as self-regulation, self-efficacy, goal setting and perseverance. Research tells us that students who have these competencies are better at sustaining attention in class and have improved retention of subject matter. They also attain higher levels of education, earn higher salaries, and advance in careers. Research also shows that students with these competencies are better able to avoid drug use and experience less bullying & victimization. *(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)*

The interpersonal domain includes competencies like teamwork, assertiveness, conflict management, and empathy. Students who develop these competencies have higher school attendance rates, earn better grades and achievement scores, and experience higher employment rates. Students with these competencies also feel more engaged in school and are at a reduced risk for suicide. *(Davidson & Demaray, 2007; Malecki & Demaray, 2002; Opengart, 2007; Rosenfeld, Richman, & Bowen, 2000; Sabo, Miller, Melnick, Farrell, & Barnes, 2005; Schwab, 2013)*

Finally, the cognitive domain includes competencies such as problem solving, creative thinking, and organization. Students who have these competencies understand more course content and retain more information, are able to effectively process new information in working memory, and generalize information to apply in multiple contexts. These students make better decisions in complex situations and are able to adapt to changing work environments. *(Brewer, 2002; Chang, Wu, Weng, & Sung, 2012; English & Sriraman, 2010; Kuo, Hwang, & Lee, 2012)*

It's important to understand that each competency is not only research-based, but also teachable. *(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)* Students can learn and expand their intrapersonal and interpersonal competencies through instruction and integration within content-area learning and opportunities to practice with feedback. By teaching competencies well, we help students to develop their abilities, while also teaching them to know when and how to use their skills, making them transferable.

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We recognize that the competencies are complex. For that reason, we have identified essential components that make up each competency. These components can be used to teach the competency, and then to reinforce the competency through classroom instruction.

For example, we know that the intrapersonal competency of self-regulation entails more than just being quiet in the classroom. It requires students to plan and monitor their actions, make changes when things don't go as planned, and then reflect on outcomes. This competency can be taught through guided practice and feedback using these four components.

The *College and Career Competency Framework* website offers many resources designed for educators. These include teacher guides that feature research, assessments, and instructional practices specific to each competency; videos that offer 3- to 5-minute competency overviews; and padlets that provide up-to-date ideas for reinforcing competencies in the classroom. There, you can also find formative questionnaires that support students to reflect on each competency and teachers to plan instruction; and posters that describe the competency components using student-friendly terminology and images.

Through a school-wide, collaborative, data-driven system of support, the *College and Career Competency Framework* guides educators in implementing instruction, guided practice, and reinforcement on specific competencies within content-area courses and throughout the entire school community. In doing so, we provide each student with the transferable skills they need to begin their path to post-school success as socially engaged, career-equipped, lifelong learners.

For more information, please visit our website at www.cccframework.org.