

**CROSSWALK Rose Capacities and KS College and Career Competency Framework  
July, 2016**

Rose Capacities	Kansas College and Career Competency Framework
<p>Rose Capacity 1: Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization</p>	<p>In the College and Career Competency Framework (Gaumer Erickson &amp; Noonan, 2012), competencies such as networking, initiative, integrity are developed within multi-tiered instruction and intervention. Students learn nonverbal, oral, and written communication skills tied to real-world situations through tiered instruction on competencies such as networking. For example, across school environments (e.g., core content, extracurricular activities, electives), educators provide instructional practices and activities in developing networking, allowing students to create ties with peers and adults, utilize these ties to overcome barriers and achieve goals, and support others to overcome barriers and achieve goals.</p>
<p>Rose Capacity 2: Sufficient knowledge of economic, social, and political systems to enable the students to make informed choices</p>	<p>To understand systems and make informed choices, students need intrapersonal competencies such as goal setting and self-regulation and interpersonal competencies such as assertiveness. In the Kansas College and Career Competency Framework, students practice competencies such as goal setting, where students develop student-centered goals and focus on mastery (personal improvement) over performance (competition) using data. Along the same lines, self-regulation helps students to create a plan, monitor their progress, take control and make changes as needed, and reflect on what worked. These competencies are developed in all grades, in all school environments through purposeful instructional practices integrated into daily instruction. School implementation elements of multi-tiered instruction and intervention, data-based decision making, and collaboration support educators in meeting the competency needs of all students.</p>
<p>Rose Capacity 3: Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state, and nation</p>	<p>To understand governmental processes and issues that affect communities, students benefit from competencies such as conflict management, learning schema, problem solving, and curiosity. For example, as students develop the ability to manage conflict, they are better able to understand their natural response to conflict, understand the context of the conflict including the perspectives of all involved, and apply the appropriate conflict management strategy to a specific situation. Competencies are developed through data-based decision making—including competency-specific student questionnaires, or formative assessment. For competencies such as conflict management, students self-assess by completing a 21-item self-report survey. Scores are summarized around the three main components of conflict management. Results are used for students to better understand their strengths and areas for improvement, and for educators to target tiered instruction and intervention.</p>

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<p>Rose Capacity 4: Sufficient self-knowledge and knowledge of his or her mental and physical wellness</p>	<p>Research indicates that self-knowledge of mental and physical wellness is associated with levels of self-awareness and self-care. As students increase their self-awareness, they are better able to have a positive self-concept and increased self-evaluation. Students develop self-awareness through learning to be open to new experiences and engaging in self-assessment and reflection. The CCC Framework supports educators in developing self-awareness through infusing instructional practices such as emotion word charts and mindfulness training, and building students' self-awareness related to their interests, skills, and preferences into already-existing practices and supports.</p>
<p>Rose Capacity 5: Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage</p>	<p>College and career competencies such as empathy, self-awareness, and creativity promote an appreciation of heritage. Empathy is defined as the ability to relate to the perspective or feelings of another individual. Students develop empathy through instruction in making efforts to understand others, their contexts, feelings and behaviors as well as communicating their best understanding back to others. Evidence-based instructional practices to develop empathy in multiple environments are available through Teacher Guides which contain for each competency: a definition, essential components, supporting research, and instructional practices.</p>
<p>Rose Capacity 6: Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently</p>	<p>In the Kansas College and Career Competency Framework, competencies such as perseverance and self-efficacy are critical for supporting students in determining and maintaining a career path. Self-efficacy refers to perceptions an individual has about his/her capabilities to perform at an expected level and achieve goals or milestones. It is shown to influence academic motivation, learning, and achievement. Students build this competency through instruction around essential components, self-assessment via the questionnaire, and evidence-based instructional practices delivered with fidelity over time. Collaboration among school staff, families, employers, and community agencies is a key implementation element in the CCC Framework, as multiple entities are mobilized and included in school/community goals and activities.</p>
<p>Rose Capacity 7: Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.</p>	<p>Students develop intrapersonal, interpersonal, and cognitive competencies through school-wide instruction so that they are <u>career equipped, lifelong learners who are socially and emotionally engaged</u>. Research on each competency demonstrates that competency development improves both in-school and adult outcomes. Teachers, school counselors, career technical educators, administrators, and families work together through a common language provided through the College and Career Competency Wheel (Gaumer Erickson, Noonan, &amp; Soukup 2013).</p>