

YOU MATTER!!!!

*"The best thing
about being a teacher
is that it matters.
The hardest thing
about being a teacher
is that it matters
every day."*

Jodd Whitaker

everyday
#YOU MATTER

Welcome to the CCC Framework Overview

We are glad you are here!

Please:

- Log on to the internet
- Complete needs assessment from your students' perspectives at is.gd/rcsurveys
 - Code & Student Number: 11-1466

Contact Information:

Dr. Pattie Noonan—pnoonan@ku.edu

Cindy Schultz—cindys@usd383.org

Creating a Vision for Kansas

**“A goal without a
plan is a wish.”**

~Tony Dungy

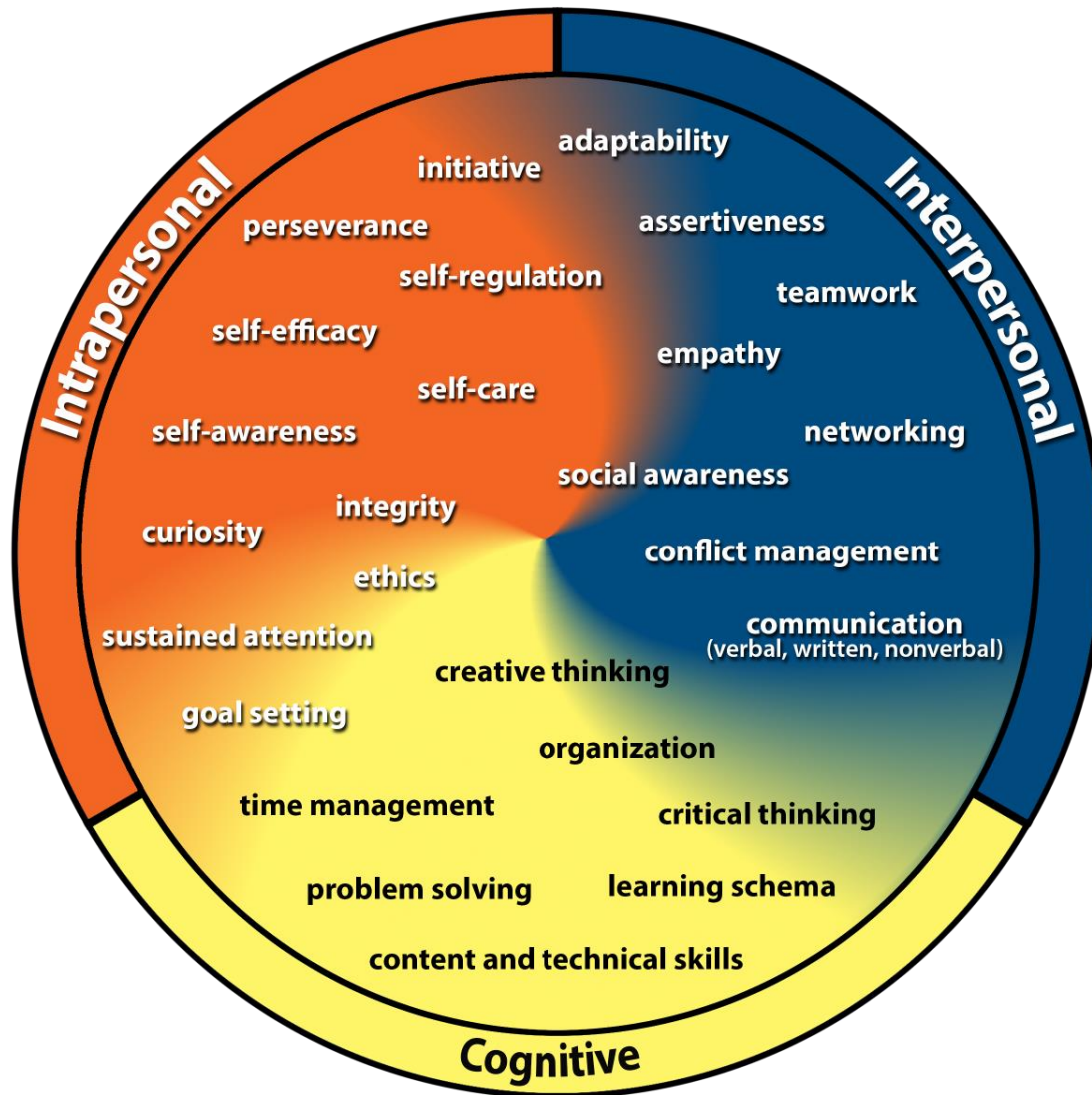
Intrapersonal and Interpersonal Competencies for any classroom: The College and Career Competency Framework

- A **collaborative effort** with more than a thousand middle and high school educators **to translate social/emotional research into truly applicable instructional practices.**
- We, as educators, know that **students need to be prepared with the skills that matter for success in life after high school.**
- We will describe how **Kansas teachers have impacted students' success by incorporating self-regulation instruction** within middle and high school science, math, language arts, and social studies courses **utilizing free resources.**
- We will **demonstrate alignment** to the **SECD standards, Kansas MTSS** Integrated Framework and the **KESA** model; share **free resources**; and discuss **implementation challenges.**
- Together, we can develop **socially and emotionally engaged, career-equipped, lifelong learners.**

Creating a Vision for Kansas

**What would you
like your students
to do better?**

College & Career Competency Wheel

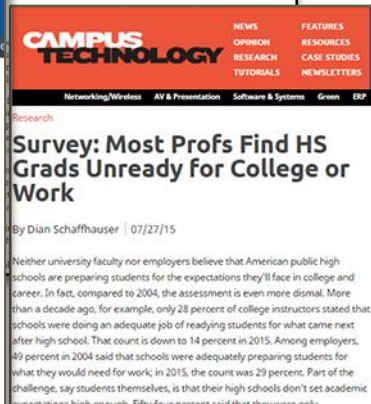
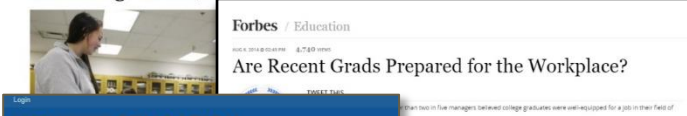


Gaumer Erickson, A.S., Soukup, J.H., & Noonan, P. (2016). College & Career Competency Wheel (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press.

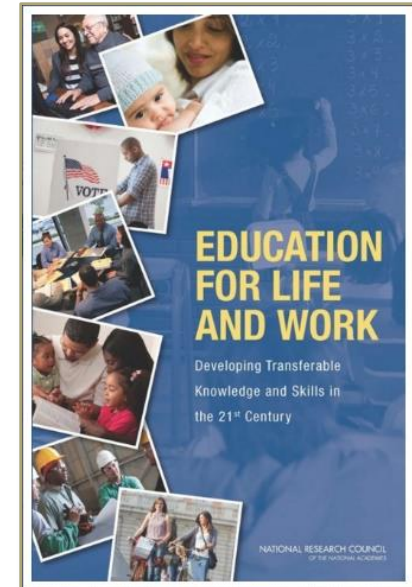
Need for College & Career Readiness

Conclusion from Pellegrino's *Education for Life and Work* (2012):

- Coverage of other 21st century competencies—particularly those in the intrapersonal and interpersonal domains—is uneven. (p. 140)
- Development of higher-order 21st century competencies within the disciplines will require systematic instruction and sustained practice. (p. 140)



- Research-based
- Shown to improve in-school & post-school outcomes
- Distinct
- Teachable
- Measurable
- Generalizable



CCC Framework Video



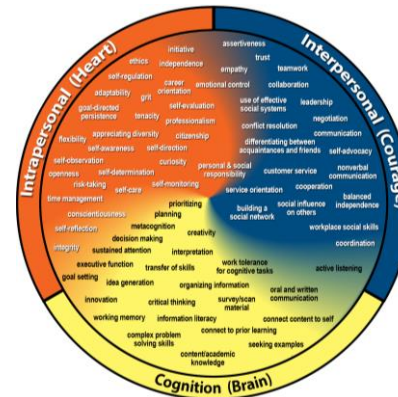
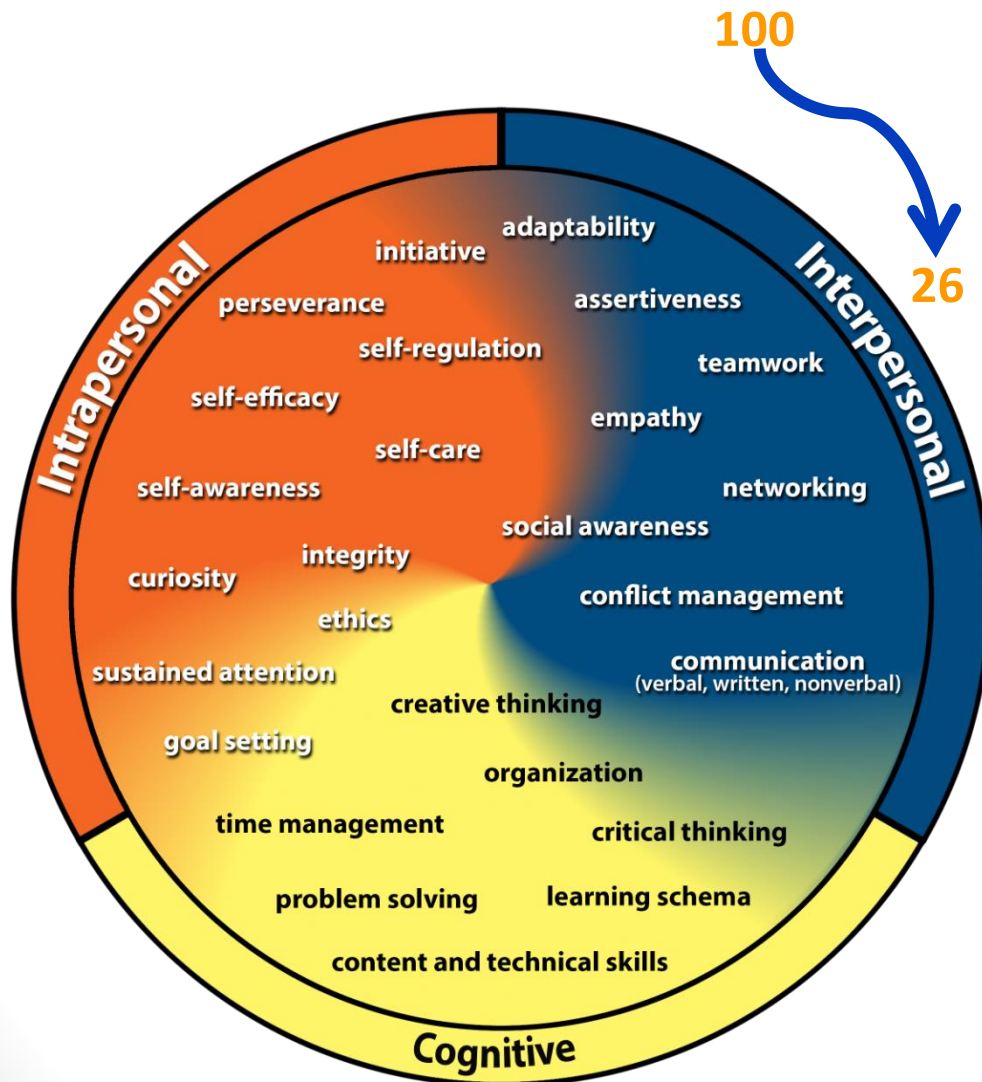
<https://www.youtube.com/watch?v=pibITcvlpEY>

The College and Career Competency (CCC) Framework



Gaumer Erickson, A.S. & Noonan, P.M. (2012). College and Career Competency Framework. Lawrence KS: University of Kansas, Center for Research on Learning.

College & Career Competency Wheel



- Research-based
- Shown to improve in-school & post-school outcomes
- Distinct
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- Measurable
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Why focus on...



COGNITIVE competencies	INTERPERSONAL competencies	INTRAPERSONAL competencies
<ul style="list-style-type: none"> • Effectively solve real-life problems. • Understand more course content and retain more information. • Generalize information to apply in multiple contexts. 	<ul style="list-style-type: none"> • Better physical and mental wellness and social functioning. • Improved school attendance. • Feel more engaged in school. • Spend more time studying. • Higher employment rates. • Earn better grades and achievement scores. • Better able to effectively overcome stressors. 	<ul style="list-style-type: none"> • Sustain attention in class better. • Improved retention of subject matter. • Earn higher salaries and advance further in careers. • Better able to avoid drug use. • Reduced bullying and victimization.
<p>(Chang, Wu, Weng, & Sung, 2012; English & Sriraman, 2010; Khemlani, 2000; Kuo, Hwang, & Lee, 2012).</p>	<p>(Davidson & Demaray, 2007; Malecki & Demaray, 2002; Opengart, 2007; Rosenfeld, Richman, & Bowen, 2000; Sabo, Miller, Melnick, Farrell, & Barnes, 2005; Schwab, 2013).</p>	<p>(Dignath, Buettner, & Langfeldt, 2008; Duckworth, Grant, Loew, Oettingen, & Gollwitzer, 2011; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Ekreis-Winkler, Shulman, Beal, & Duckworth, 2014; Nota, Soresi, & Zimmerman, 2004; Ursache, Blair, & Raver, 2012).</p>

Alignment to KSDE Vision, Priorities and Initiatives

- Rose Capacities
- Kansas Social Emotional Character Development (SECD) Standards
- Kansas MTSS
- Kansas Education Systems Accreditation Rubric



Check for Understanding

In pairs, the person who is wearing the brighter color explains the “what” of the CCC Framework:

1. What a competency is,
2. what the domains mean, and
3. why competency instruction is important.

The listener of the pair recounts back the key points that they heard and adds additional information.

The College and Career Competency (CCC) Framework

What?

Student Competencies

1. *Intrapersonal*
2. *Interpersonal*
3. *Cognitive*

How?

Implementation Elements
(Student, Classroom, School Levels)

1. *Multi-tiered Instruction and Interventions*
2. *Data-based Decision Making*
3. *Effective Collaboration and Coaching*

Successful Adult Outcomes

Why?

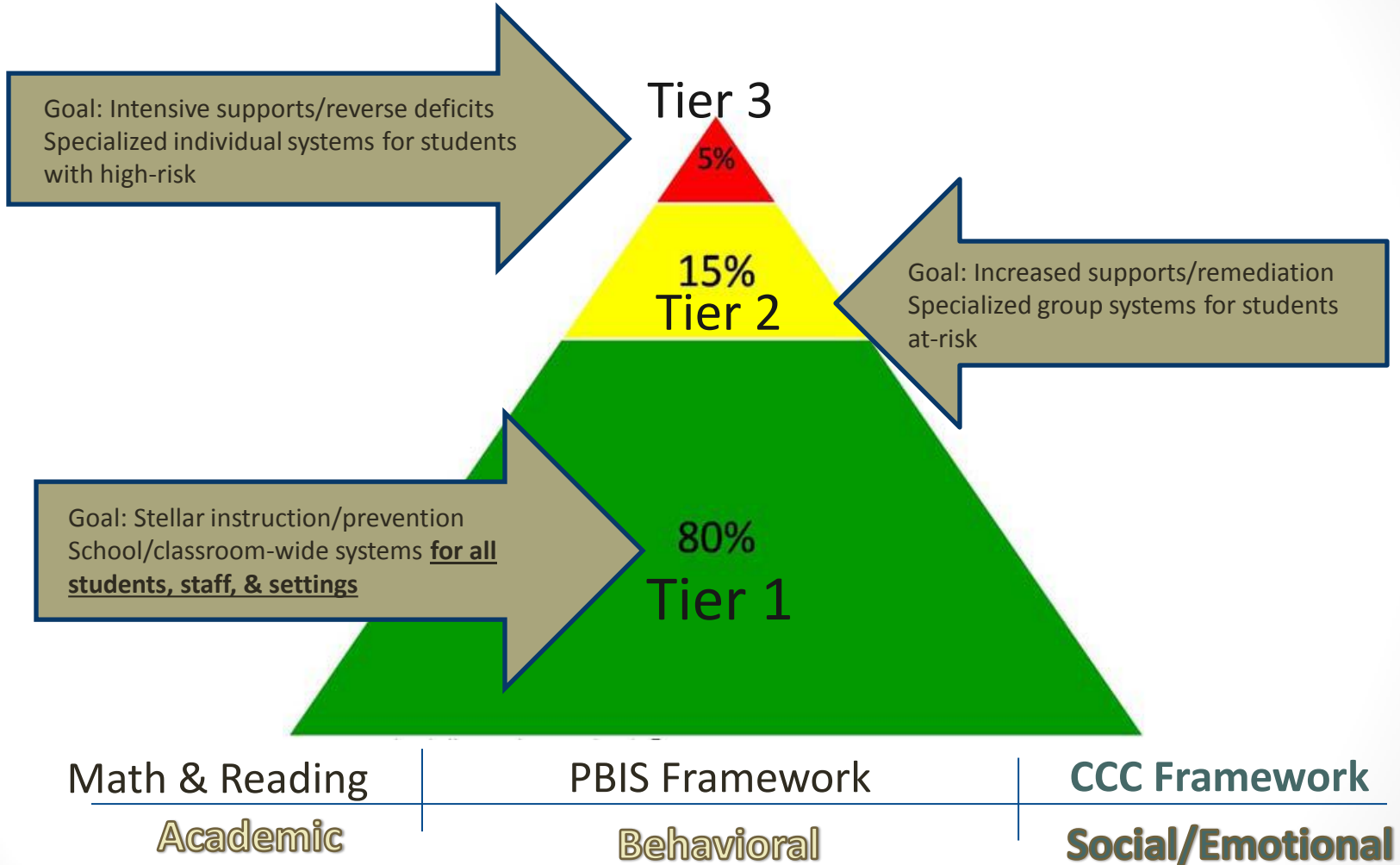
All students begin the path to post-school success as:

1. *Career-equipped*
2. *Lifelong Learner*
3. *Socially and Emotionally Engaged*

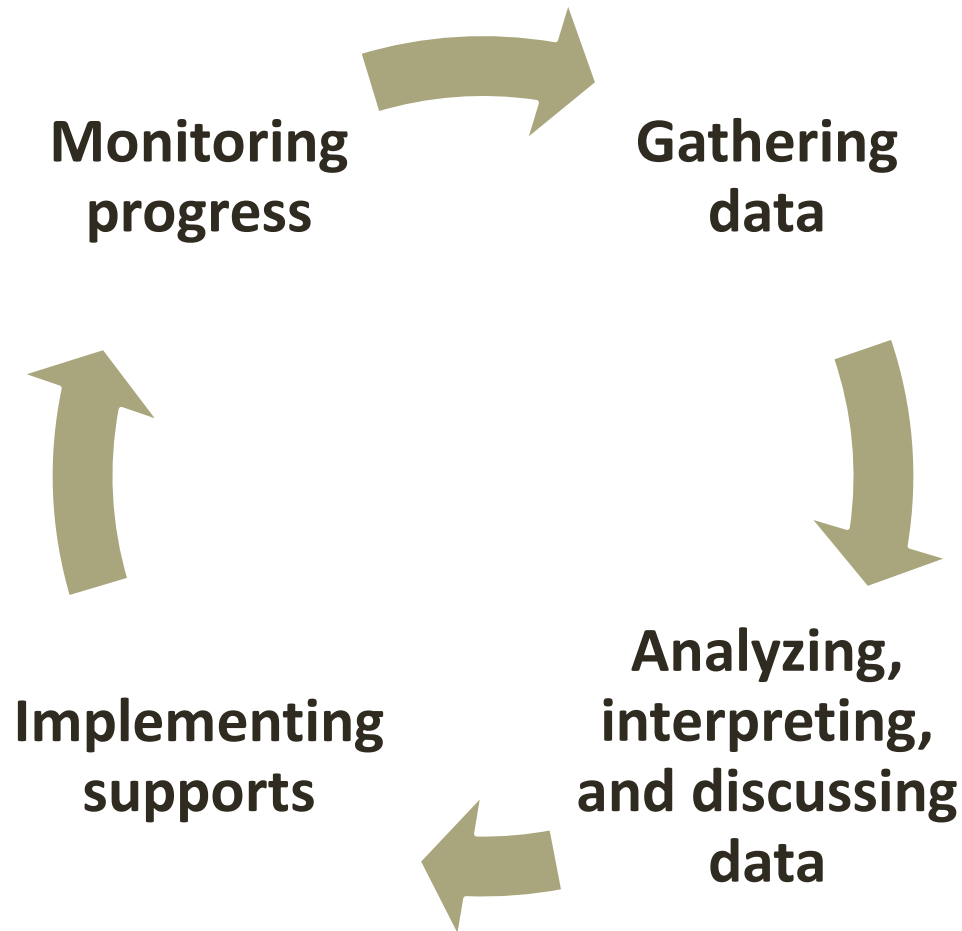


Gaumer Erickson, A.S. & Noonan, P.M. (2012). College and Career Competency Framework. Lawrence KS: University of Kansas, Center for Research on Learning.

Integrated Kansas MTSS Model



Data-Based Decision Making



Assess Student Impact

Self-regulation

- Improved homework completion
- Improved quality of work
- Improved grades
- Improved attendance
- Improved behavior
- Increased engagement in course content
- Improved self-efficacy and confidence in their academic abilities
- Increased sense of control and awareness of their academics
- Improvement in setting, monitoring, and evaluating goals
- Increased ability to reflect on successes and areas for improvement
- Improved initiative
- Improved organization

Conflict Management

- Increased understanding of their natural response to conflict
- Increased understanding of various methods for addressing conflict
- Increased ability to compromise or collaborate with their peers
- Increased ability to negotiate solutions
- Improved ability to work through hardships under stress
- Healthier relationships
- Improved behavior
- Increased academic achievement
- Improved retention of subject matter
- Improved leadership
- Improved decision making
- Increased assertiveness
- Increased empathy

Assertiveness

- Increased confidence
- Increased self-awareness
- Improved behavior
- Increased ability to express themselves
- Increased ability to seek assistance and supports
- Improved ability to resist peer pressure
- Improved communication
- Increased ability to resolve interpersonal conflicts
- Reduced incidents of bullying
- Improved interactions among students

Self-efficacy

- Improved grades
- Improved ability to see areas they needed to work on and why
- Improved behavior
- Increased engagement in course content
- Improved confidence in their own abilities
- Increased sense of control and awareness of their academics
- Improved attitude in regards to school
- Increased willingness to take on and persist in challenging tasks or assignments
- Increased perseverance
- Increased motivation
- Increased ability to see mistakes and constructive criticism as opportunities to learn

DBDM: Data-Based Decision Making Log

SELF-REGULATION

Data-Based Decision-Making (DBDM) Individual Log

Date: 6/5/17 Name: _____ School: _____

Implement instruction – Provide initial instruction and practice with feedback.

1. *I provided initial instruction, ensuring all students understood the competency, the components, how the competency applies to them personally, and their strengths and areas of growth related to the competency. Rate the degree to which you provided quality initial instruction on a scale of 1 (limited) to 10 (extensive).*

Limited- 1 2 3 4 5 6 7 8 9 10 -Extensive

2. *I provided ongoing practice with feedback, guiding all students to demonstrate the competency applied to themselves. Rate the degree to which you provided practice with feedback on a scale of 1 (limited) to 10 (extensive).*

Limited- 1 2 3 4 5 6 7 8 9 10 -Extensive

3. *Reflecting on your initial instruction and practice with feedback, what were your strengths and areas for improvement?*

Strengths	Areas for Improvement

Track outcomes and learning – Analyze, interpret, and discuss data; celebrate success; and identify areas of improvement.

4. *Overall, how has your competency instruction benefited students? As students develop the competency, what else is improving?*

Collaboration



The College and Career Competency (CCC) Framework

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(Student, Classroom, School Levels)

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Successful Adult Outcomes

Why?

All students begin the path to post-school success as:

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A NEW Vision for Kansas....

Kansas leads the
world in the
success of each
student..



Creating a Vision for Kansas

*Student Achievement does not
always equate to Student
SUCCESS!*

The business and industry focal groups cited non-academic skills with greater frequency than the community groups:



BUSINESS AND INDUSTRY

Kansans **CAN**

KANSAS VISION FOR EDUCATION

Kansas leads the world in the success of each student.

Successful High School Graduate

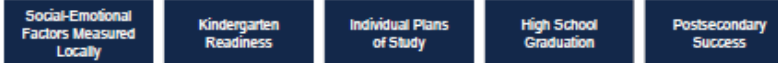


A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce, without the need for remediation.

RESULTS



Evidence-Based Practices

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR
Staff	Curriculum	Leadership	Career and Technical Education
Students	Instruction	Early Childhood	Professional Learning
Families	Student Engagement	District Climate	Resources
Community	Technology	Nutrition and Wellness	Data

Foundational Structures



Compliance

Alignment
to KSDE
Vision,
Priorities
and
Initiatives



What?

Student
Competencies

- 1.
- 2.
- 3.

How?

Implementation Elements
(Student, Classroom, School Levels)

- 1.
- 2.
- 3.



Successful
Adult
Outcomes

Why?

All students begin the path
to post-school success as:

- 1.
- 2.
- 3.

- Cognitive
- Socially and emotionally engaged
- Data-based decision making
- Lifelong learner
- Multi-tiered instruction and interventions
- Intrapersonal
- Career-equipped
- Interpersonal
- Effective collaboration and coaching

The College and Career Competency (CCC) Framework

What?

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College and Career Competencies Framework

from Research Collaborations
Drs. Noonan and Gaumer-Erikson
August 4, 2016

Cindy Schultz
Counselor
Manhattan Virtual Academy

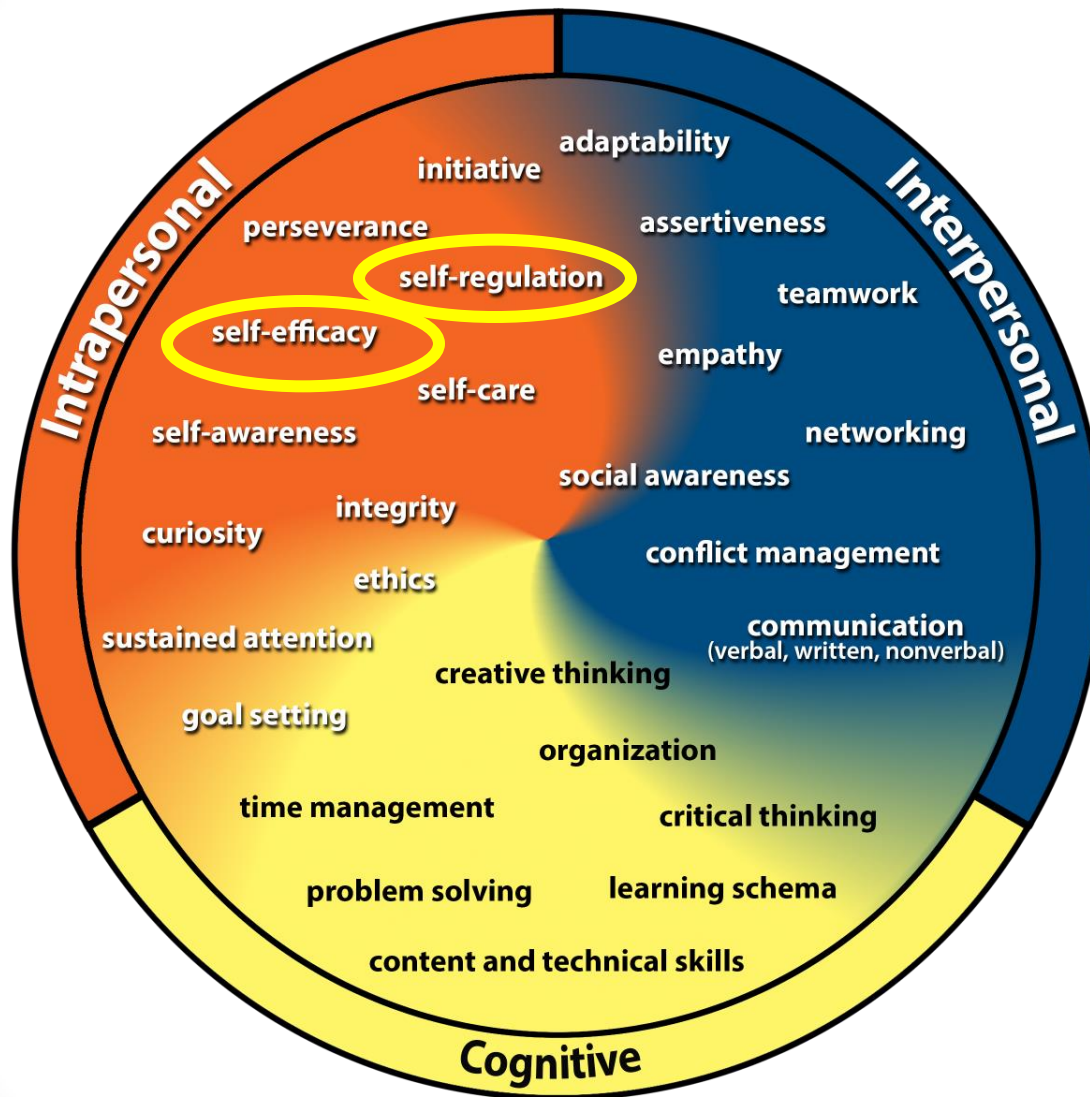
[Man in the Mirror](#)



Goals For Initial Implementation

1. **Teach students** by providing initial instruction, ...[March 2017](#)
2. Facilitate exploration and **development of a shared vision and buy-in** for teaching and reinforcing selected competency(ies) ...[May 2017](#)
3. **Train and coach** all expanded team teachers ...on how to infuse selected competencies into their curriculum. [August 2017](#)
4. Review data and collaborate with all teachers ...to **determine impact and modify/expand instruction**. [Monthly, Fall 2017](#)
5. **Engage families** in competency development. [Fall 2017](#)

College & Career Competency Wheel



Gaumer Erickson, A.S., Soukup, J.H., & Noonan, P. (2016). College & Career Competency Wheel (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press.

Teacher Guide
College and Career Competency: *Self-Efficacy*

Definition:
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 (Pajares, 1996; Schuck & Pajares, 2001).

Academic self-efficacy, which is related to academic readiness, is a student's confidence in his/her ability to successfully execute an academic task. Low academic self-efficacy can lead a student to willingly take on and persist with difficult tasks (Meehan, Mills, Matulis, & Kim, 2011; Schuck, 1995; Schuck & Pajares, 2001).

Research shows that self-efficacy can predict academic achievement, use of appropriate social skills, lifespan course selection, challenging career choices, and exceptional effort performance across age levels (Jitosek & Pajares, 2002; Schuck, 1991).

Success in performing tasks increases self-efficacy, and failure lowers it, however, once strong self-efficacy is established, failure does not provide a setback (Schuck, 1991).

A student's initial self-efficacy, for example, when starting a new assignment, will be driven by the toward goal confidence and increase self-efficacy to validate the student's development of observing others and their emotional state. Students will interpret capabilities.

Similar to self-efficacy, "ways of perceiving performance" (p. 28) students can lead to:

Produced by Research Integration in 2013

Teacher Guides

Goal Setting

Goal Setting
can be taught
through instruction & practice

educational attainment
post-secondary outcomes

Videos

Self-Regulation Questionnaire

Please CHECK ONE response that best describes you. Be honest, since the information will be used to help you in school and also help you become more prepared for college and career. There are no right or wrong answers!

Student ID: _____ Date: _____

	Select one (circle)						
	1	2	3	4	5	6	7
1. I plan out projects that I want to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If an assignment isn't coming up, I create a study plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Before I do something new, I consider all the things that need to get done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can usually estimate how much time my homework will take to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is hard for me to get started on a big assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have trouble making plans to help me reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I keep track of how my projects are going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I know when I'm behind on a project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I track my progress for reaching my goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I know what my grades are at any given time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Early, I usually think I need to get done and work what gets done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conflict Management

1 Know your usual response to a conflict!

2 Know the reasons for a conflict!

3 Apply a strategy for resolving conflict!

Posters

Research Collaboration
College & Career Competency Wheel

Conflict Management
A collection of resources for developing student conflict management.

Introductory to Conflict Management Video
Conflict Management
helps students make the right choices in our classrooms, friends, parents, teachers

Essential Components of Conflict Management

Tackle Conflict in Any Setting
TACKLE CONFLICT IN ANY SETTING

Styles of Conflict Management
COOPERATION (both win)
COMPROMISE (split the difference)
COMPETITION (I win, you lose)

Examples of Effectively Applying Conflict Management Strategies

Brainiac Demystifies the Word "Conflict"

Conflict Resolution Study Ladder

Global Perspectives
A routine for exploring diverse perspectives: "Who is Teaching the Art of Qui Skougou?"

Double Thinking
Purpose: "What kind of thinking does the riddle encourage?"

Padlets

Questionnaires

Questionnaires & Surveys

- Complete needs assessment from your students' perspectives at is.gd/rcsurveys
 - Code & Student Number: 11-1466
- Visit www.cccframework.org

Contact Information:


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Teens say they need help learning how to self-regulate

(results from 3000 students)

Questionnaire



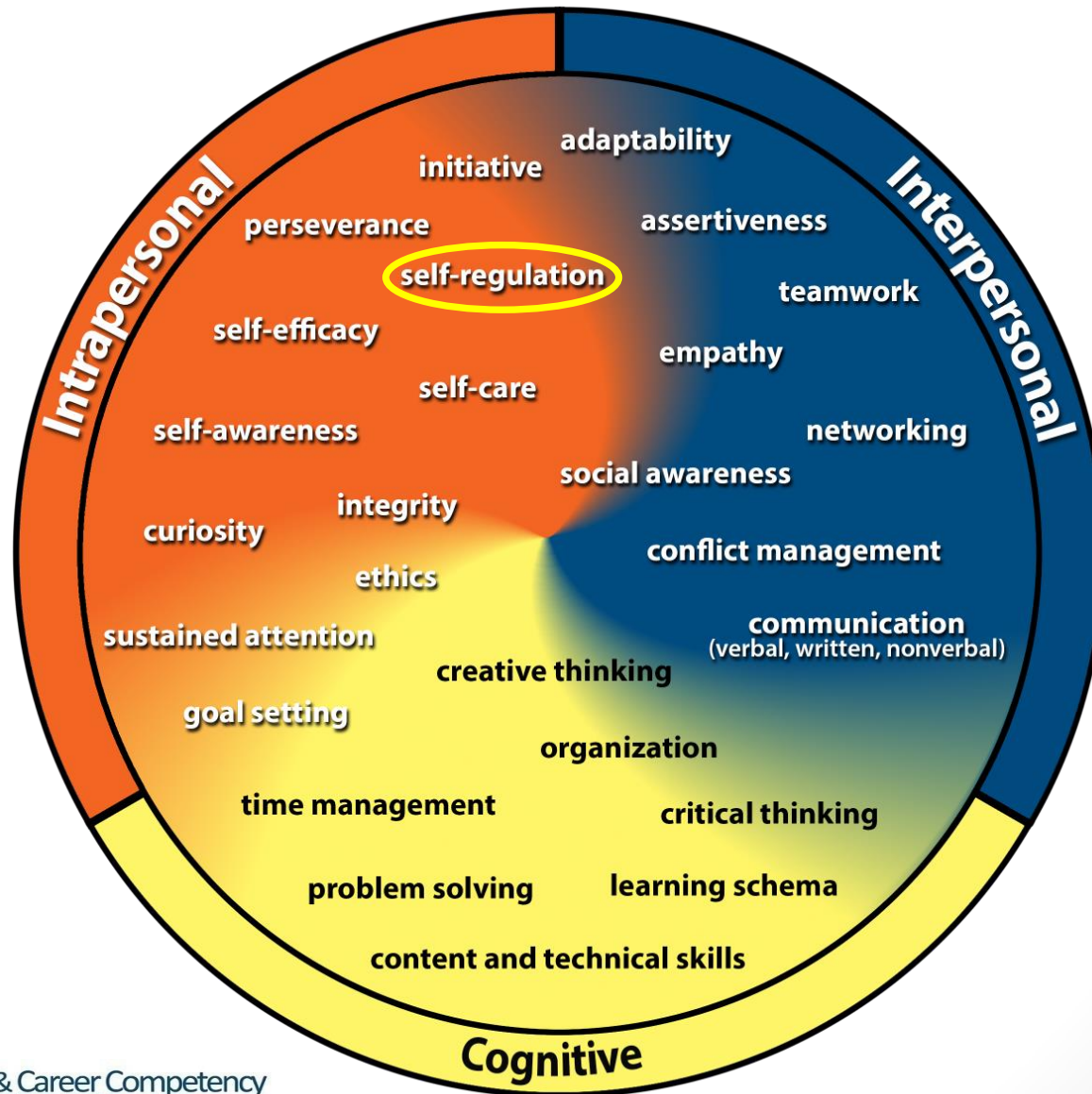
College and Career Competency (CCC) Framework Needs Assessment

Name: _____ Student ID#: _____

Directions: Success in college and careers depends on more than just good grades. There are many other important skills that are also important for day-to-day opportunities and challenges. Some of these skills and their definitions are listed below. As you read each definition, think about your recent experiences, both in and out of school. Check the box that best describes your skills. Please respond accurately since the information will be used to help you become more prepared for college and careers.

Skill/Competency	What is it?	Not very like me → Very like me				
		1	2	3	4	5
Curiosity	Seeking information to fill knowledge gaps, and welcoming new experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	Taking action without having to be told.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	Behaving according to principles you believe in such as trust, honesty, respect, or justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perseverance	Continuing to work on challenging tasks and goals over time, even when it's tough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Awareness	Reflecting on experiences to understand your strengths, interests, and challenges and then using that knowledge about yourself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Care	Understanding things that impact health and taking action to stay physically and mentally healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Efficacy	Believing in your ability to accomplish challenging tasks and that your ability can grow with effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Regulation	Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-Regulation

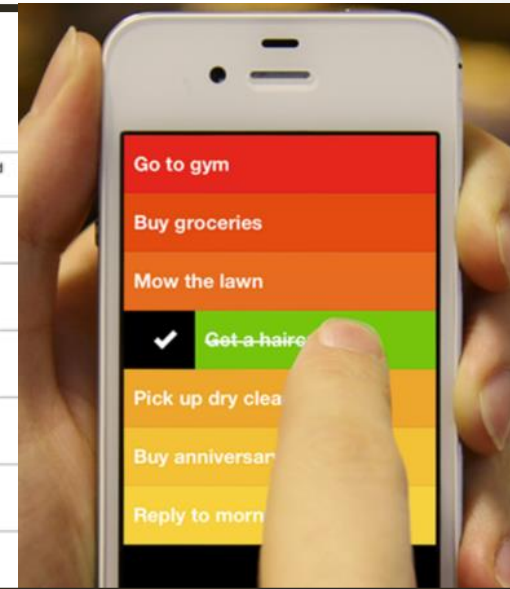


Self-Regulation is Happening...

Daily Homework Planner

Date: _____

Subject/assignment	Do I have all the materials?		Do I need help?		How long do you think it will take?	Start time	Stop time	How long did it take?
	Yes	No	Yes	No				
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>				
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>				



From Dawson for details.

How Are You Feeling Today?



REFLECTION...



4

I am an expert. I can easily take this to "Above and Beyond!" AND I can teach this to a friend.

3

I can do this by myself and I understand. I cannot yet teach it to others, though.

2

I can do this with some help. I started on my own, but then had to ask for help. I understand some parts, but not all of it.

1

I cannot do this yet. I could not try this on my own. I do not understand this at all.

**save
money**



**eat
healthier**



**exercise
more**



**drink more
water**



Self-regulation (intrapersonal)

What do teens self-regulate?

Things teens self-regulate:

- Paying attention
- Time on electronics
- Data plans
- Sustained reading
- Getting to school on time
- Getting homework done
- Returning back to work on time after breaks
- Remembering stuff needed for school
- Washing their work clothes for after-school job
- Actively listening
- Time on task
- How well they understand content
- Using specific strategies: read entire problem, directions, underline key words, check answer
- Writing better essays

Current Reality: What is already in place?

How are we currently helping students learn and practice self-regulation?

Self-Regulation Video

Self-Regulation

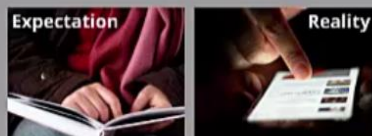
- Plan
- Monitor
- Control
- Reflect



Move the alarm clock



Ask for an extension



Do NOT Disturb



<https://youtu.be/8943KUoLTqs>

Self-Regulation Poster

Self-Regulation

refers to proactively applying self-directive processes, cognitive behaviors, and emotions to attain goals and skills (Abar & Loken, 2010; Zimmerman, 2008).

Self-Regulation



Make a plan



Monitor your plan



Take control and **make changes** to your plan (if needed)



Reflect on what worked



Self-Regulation Classroom Example

Embedded into Curriculum

- Develop hypothesis statement
- Design experiment
- Collect data & make observations
- Draw conclusions
- Present findings

Augmenting Curriculum

- Create homework completion/study/project plan
- Monitor plan
- Control/adjust plan
- Reflect on results

Instructional Process

- Develop a 2-3 week instructional & assessment plan to embed competency instruction into course content.
 - Implement competency instruction.
 - Assess students' development of competency.
 - Reflect & refine competency instruction.
 - Reinforce the competency across multiple settings.

Self-Regulation

(intrapersonal)

Lesson 1

Introduction:

Define Self-Regulation

Located on pages 6-9



Self-Regulation

Make a plan

Monitor your plan

Take control and **make changes** to your plan (if needed)

Reflect on what worked

CCC College & Career Competency
CCCFramework.org

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Self-regulation (intrapersonal)

~ a proactive
self-directed
process for
attaining goals,
learning skills,
and
accomplishing
tasks

- proactive
- self-directed
- process
- attaining

Self-regulation (intrapersonal)

- You realize that you forgot to study for your test so you cram five minutes before it starts.
- Your mom sets a timer and tells you to work on your homework until the timer goes off.
- You write down all of the homework that you need to complete and check it off your list as you finish it.

Self-regulation (intrapersonal)

Scenario 1:

A classmate in English didn't turn in the writing assignment on time. What might the student need to self-regulate? In other words, if the goal is to submit a quality assignment on time, what would this classmate need to address?

Plan, component 1 - What plan or set of steps could this person take to accomplish the goal or task?

Monitor, component 2 – How will this person keep track of whether they are accomplishing the plan?

Take Control and Change, component 3 – How might this person get off-track and what could they do to get back on-track?

Reflect, component 4 – How might this person reflect on the process?

Self-regulation (intrapersonal)

Getting better at self-regulation is important because

*Possible Exit Ticket

Located on page 5

Self-Regulation


(intrapersonal)

Lesson 2

Introduction:

Understand Your Ability to Self-Regulate by Taking the Questionnaire

Located on pages 11-13



Self-Regulation

Make a plan

Monitor your plan

Take control and **make changes** to your plan (if needed)

Reflect on what worked

CCC College & Career Competency
CCCFramework.org

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Self-Regulation

Student Formative Questionnaire

URL: <http://is.gd/rcsurveys>

Code: 9-1228

Student Number: type anything *[may use ID Number or initials so that teacher can see individual results]*

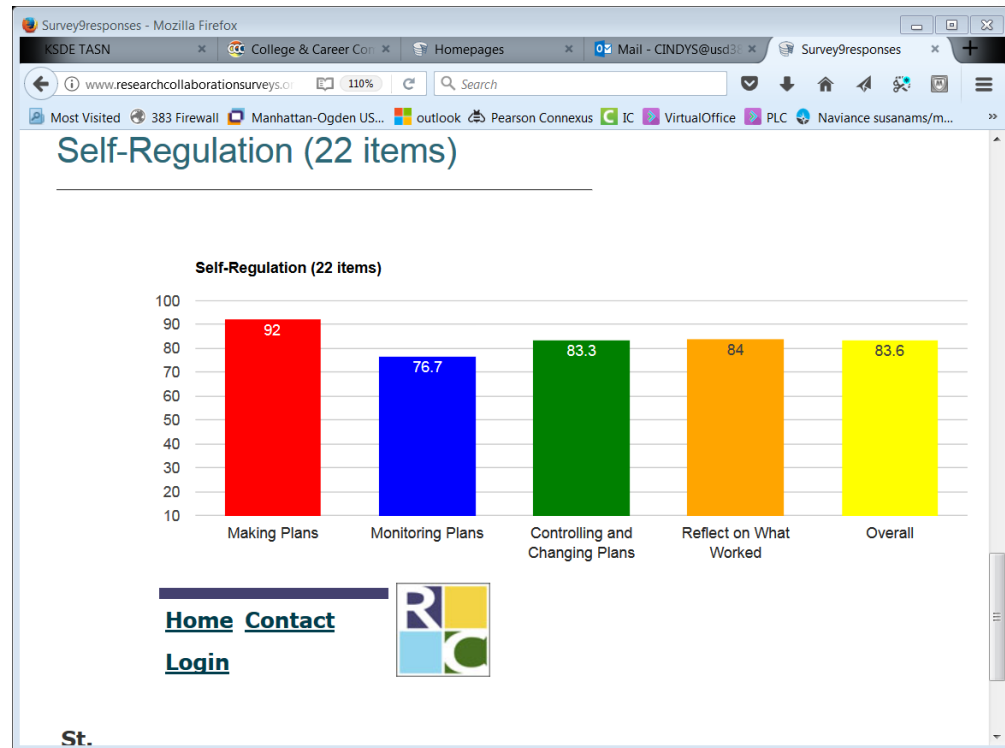
- **Pause and think about each item.**
- **Consider how well you were able to accomplish tasks over the past couple of months.**

After completing the survey, please remain on the *Summary Page*.

Located on page 10; PDF: cccframework.org (under Self-Regulation)

Self-Regulation Student Formative Questionnaire

Please scroll to
the bottom
of the
Summary Page.



URL: <http://is.gd/rcsurveys>

Code: 9-1228

Self-Regulation

Student Formative Questionnaire

COMPONENTS	RESULTS
Making plans	92
Monitoring plans	76.7
Controlling and changing plans	83.3
Reflecting on what worked	84
Overall	83.6

My highest component was _____.

What does this component mean?

What actions do I take to make this component a strength?

Self-Regulation

Student Formative Questionnaire

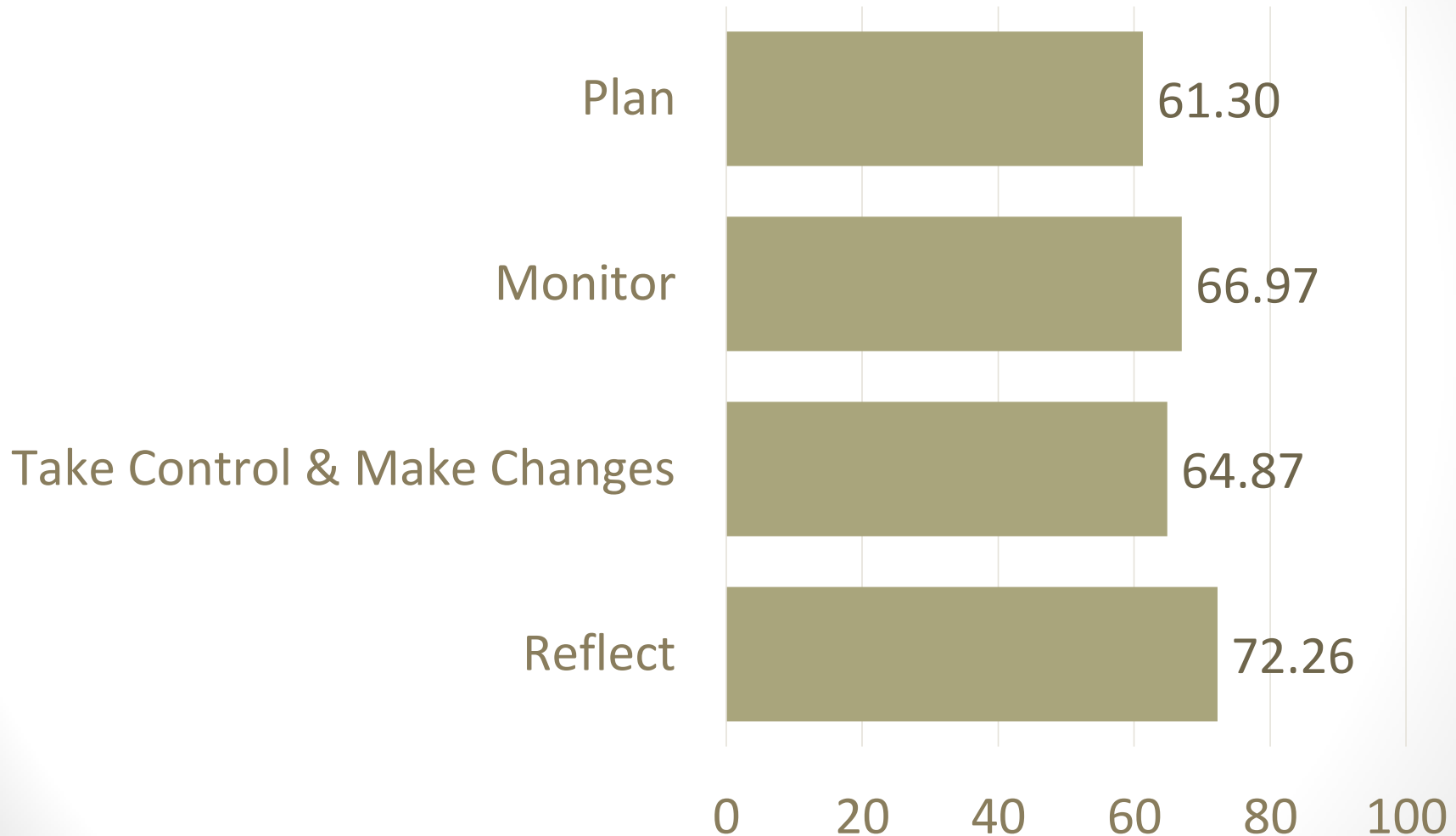
COMPONENTS	RESULTS
Making plans	92
Monitoring plans	76.7
Controlling and changing plans	83.3
Reflecting on what worked	84
Overall	83.6

My lowest component was _____.

What does this component mean?

What actions can I take to make this component stronger?

Self-Regulation Questionnaire Results (2000 students)



Component: Make a Plan

- Are students able to tell you how they will accomplish their goal, project, or task?
- What do students' plans usually include?
- What do they usually lack?

Planning Homework Completion

- What homework do you have?
- How long do you think it will take to finish your homework?
- What else do you have planned for today?
- When will you start working on your homework?
- Where will you work on it?
- What distractions are likely to get in your way?
- How will you reduce or eliminate these distractions?
- Will you need breaks?
- When will you take these breaks; how long will they last?
- When will you have the homework done?

Component: Monitor your plan

- Are students asking themselves, “Am I getting things done, am I following a good timeline?”
- When do most students start monitoring their progress?

Graph Journal

Compare to rubric

Cross off to-do list

Check progress against timeline

Self-assess/rate

Take a picture or video

Goal Attainment Scale

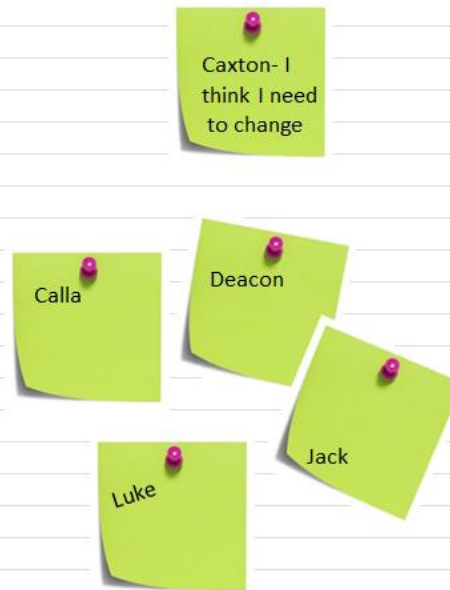
Self-Regulation

Monitor your plan

LESS THAN EXPECTED



EXPECTED

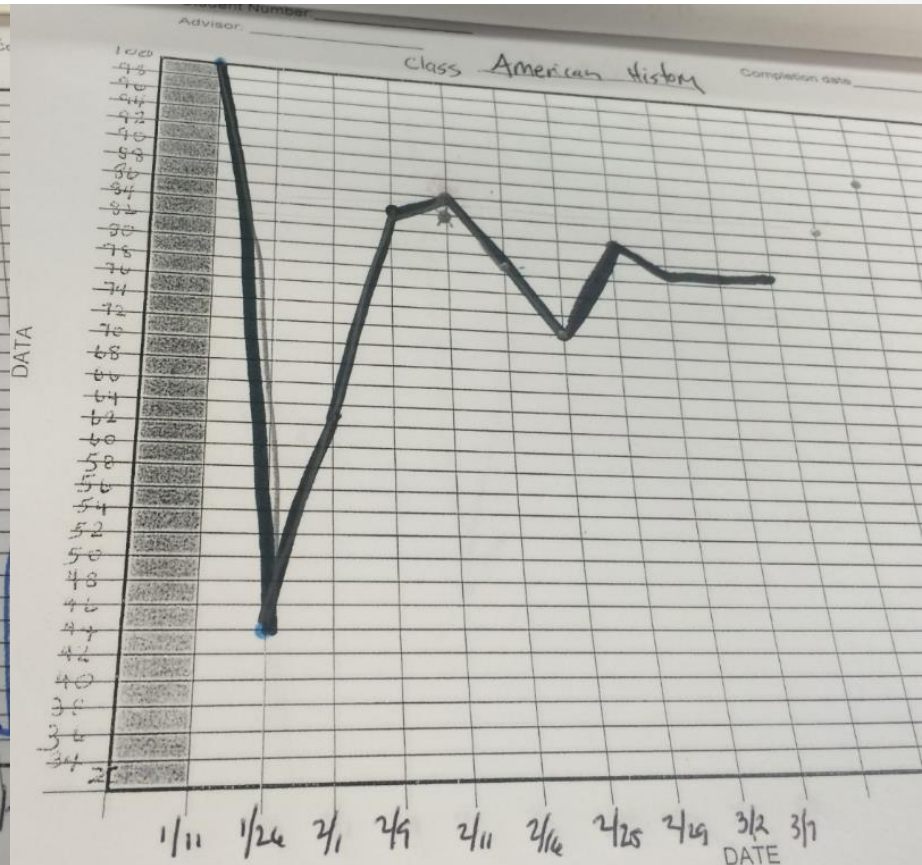
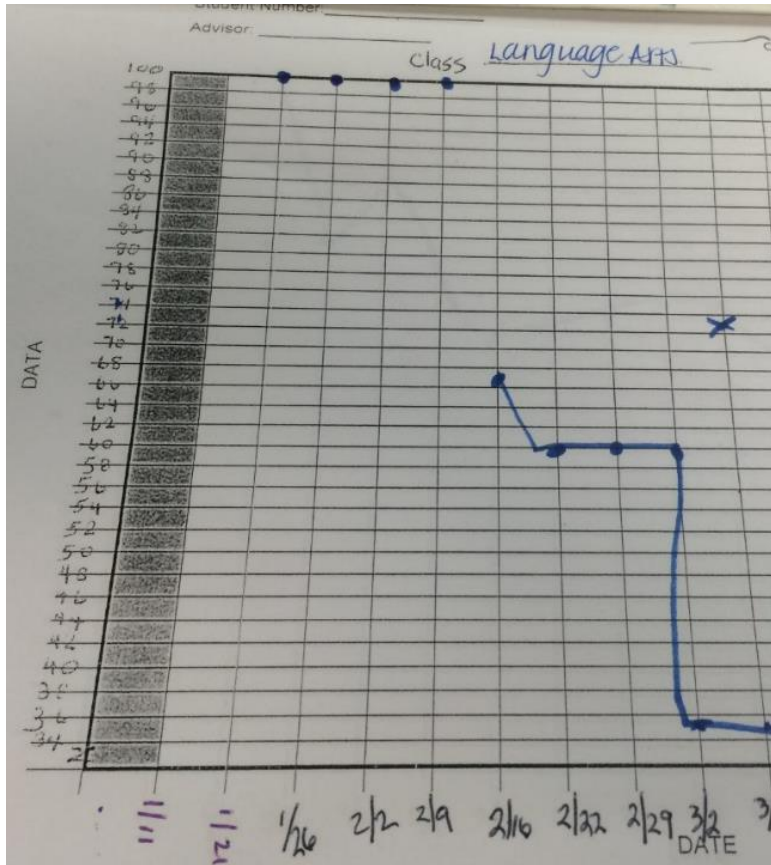


MORE THAN EXPECTED



Color coded on one board? Digital? Exit ticket? Break time from Michael Jr.?
Other ideas?

A Cautionary Tale



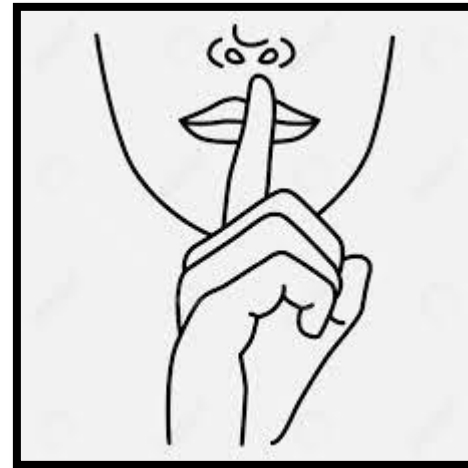
Component: Take Control & Make Changes

- “What might help me better achieve my goal?”
- “What consequences (good or bad) can I give myself along the way to support my progress?”
- “What can I do if I get derailed?”
- How can we, as teachers, help students control and adjust their plans?

Students who **take control**
build capacity within themselves,
modify their environment,
or both.



- Study more
- Find a mentor
- Read about subject
- Research strategies



- Find a quiet place
- Use assistive technology
- Throw out Monster drinks
- Get organized

Component: Reflect...provide Feedback

“Did I achieve my goal or complete the task?”

What strategies worked best for me?”

How can we, as teachers, facilitate reflection?

Journal/writing

Verbal reflection with trusted adult or peer

Evaluate plan based on effectiveness

Determine what you would do differently in the future

Compare outcome to previous outcomes

Exam Wrapper

High/Low statement

Student-led conference

Screencasting (Flipgrid)

Essay-Writing Example

Guiding Questions

- What is your plan for writing a quality essay? What steps will you need to take? When will you accomplish each step?
- On each date you identified, monitor your progress. Have you accomplished as much as you had planned? Is your writing of high quality?
- If you're off-track, what will you need to do to accomplish the next step? Is there anything you think will get in the way of accomplishing the next step? If so, how will you modify your plan?
- What helped you write a quality essay? What would you do differently the next time you have to write an essay?

Test Re-Take Example

- Reflect on your test. What concepts do you need to learn? What is your plan for learning these concepts?
- How will you monitor your progress toward learning these concepts?
- What will you do if your plan isn't working? What will you do if you don't understand something?
- Before taking the test, reflect on your learning. What helped you to learn the concepts?
- Did your score go up? Why or why not? How can you use this to prepare in the future?

COMPONENTS!

<p>1. Make Your Plan: steps to the end</p>	<p>2. Monitor Your Plan: think about "how" in step 1</p>
<p>3. Take Charge of Your Plan: make changes</p>	<p>4. Reflect on Your Plan: successes and considerations</p>



Self-Regulation



Make a plan



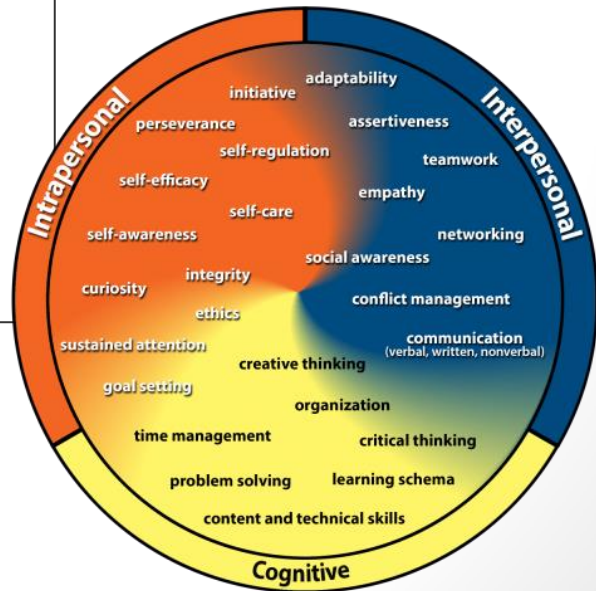
Monitor your plan



Take control and **make changes** to your plan (if needed)



Reflect on what worked



Solidify Understanding

With a partner, the person at the table who was born the furthest away from Emporia, Kansas:

- Explain the College and Career Competency Framework pretending you are talking with an acquaintance at the grocery store (i.e., 30-second commercial)
- **Provide feedback by relating key points that were heard, and suggest 1-2 additional points.**

Students will not increase a competency through a single lesson, video, or one-time event.

Self-Regulation at MVA

Homeroom

Embedded in ELA and Social Science

Reinforced across the curriculum

Visible in planner, social media, home

BURNING QUESTIONS



**SR Component Instruction
Examples**

Planning

**Student Monitoring
Teacher Monitoring**

**Teacher & Student Feedback
Take Control and Change**

**Embedding
Augmenting**

**Practice
Release of Responsibility**

**Resources
Results
Data
Data Based Decision Making**

Empty the **red** bucket!

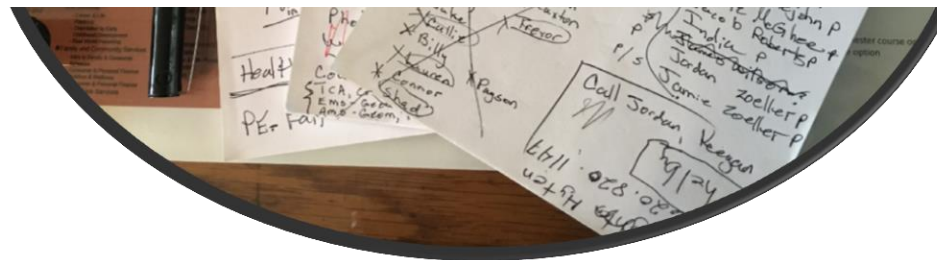
And lists...



*Empty the **red** bucket!*
And lists...



What is your story?



Thank you for sharing your day with us!

As Virginia Satir compared, college and career competencies are like turning the light on as we accomplish responsibilities, tasks, goals.

*"We can learn something new anytime
we believe we can."*

Virginia Satir

<https://quotes.thefamouspeople.com/virginia-satir-4012.php>

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