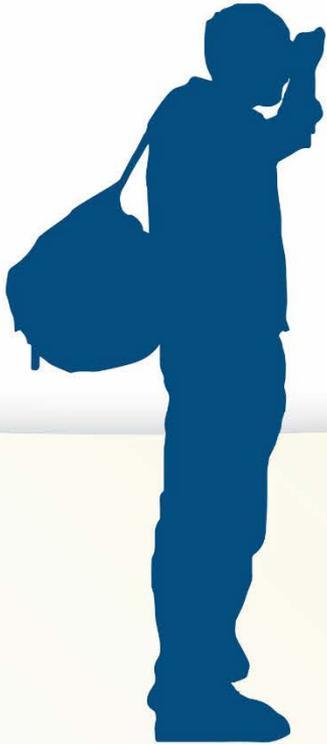




Missouri Post-Secondary Success

College and Career Competencies

October 2015



Missouri
Post-Secondary
Success

A blue silhouette of the state of Missouri, positioned to the right of the text 'Post-Secondary Success'.

Who we are, our work, and our mission



Research
Collaboration

Home About Us OCR Framework K-12 Evaluation Our Projects Tools

Home

The Research Collaboration lab provides professional development and evaluation for diverse education projects. As part of the University of Kansas Center for Research on Learning, we work with state departments, schools, teachers, community service agencies, students, and families in order to improve education for all students. Our staff is equally comfortable providing training on an array of education topics or conducting utilization-focused evaluation.

We are currently working on numerous projects spanning multiple states. Our role in these projects ranges from providing systematic professional development that promotes college and career readiness to evaluating the impact of educator professional development.



www.researchcollaboration.org

Home Contact Login



Center for Research on Learning - University of Kansas

Why focus on Post-Secondary Success?

- Many students are not graduating with the skills needed to be **successful in college and careers**.
- The National Research Council (2012) identified **intrapersonal, interpersonal, and cognitive** skills as vital to success in the 21st century, but many of these critical skills aren't being systematically taught in schools.

Missouri Post-School Outcomes

Eight months after graduation in 2013

- 35% attending a 4-year university
- 30% attending a 2-year college
- 2% attending a training program
- 3% in the military
- 19% competitively employed
- **13% unengaged**

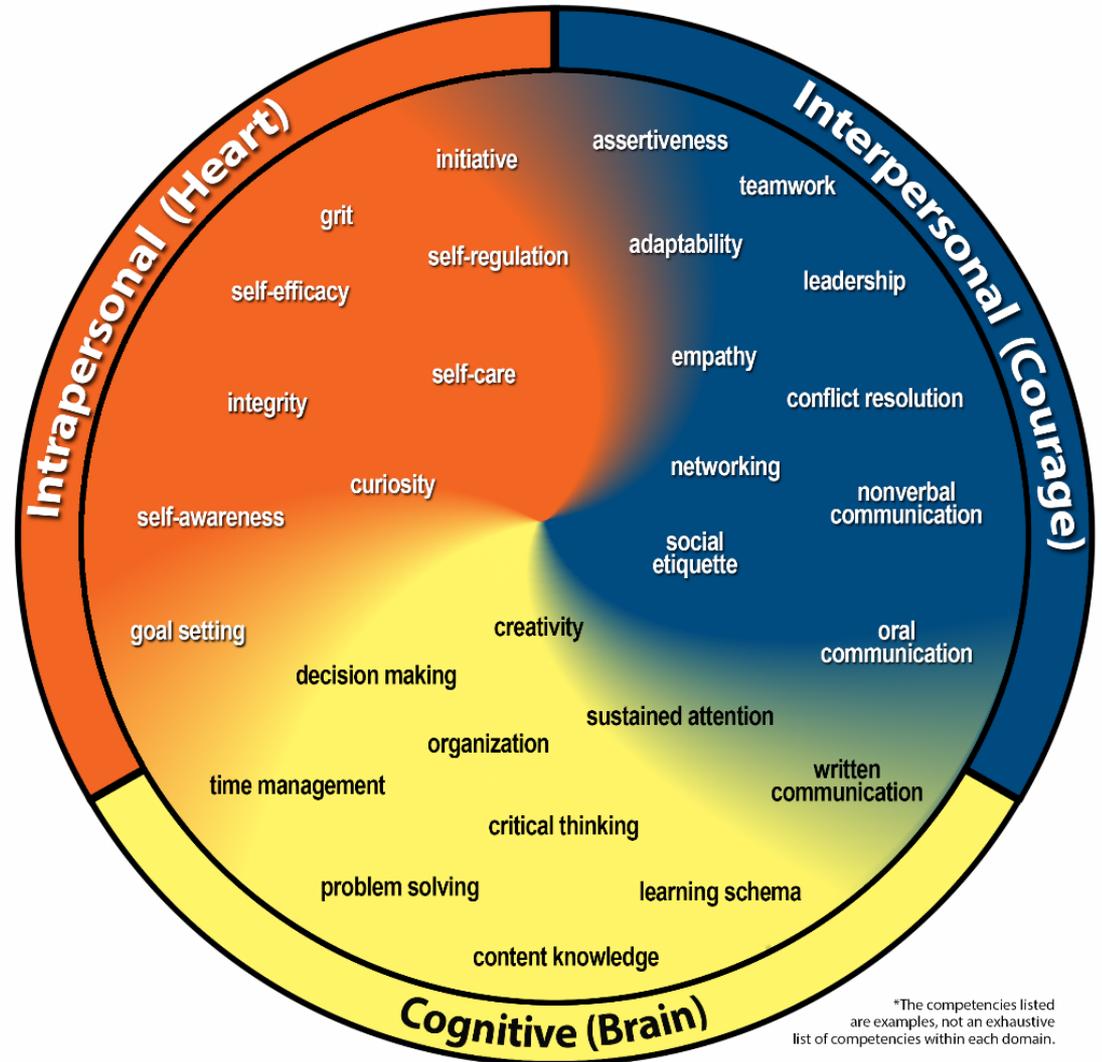
THINK-PAIR-SHARE

Think about a young adult that you know well.

Which three competencies most impact this young adult's success?

Poll: Which domain most impacts young adults' success?

College & Career Readiness Competency Wheel



Gaumer Erickson, A.S., Soukup, J.H., & Noonan, P. (2013). *College & Career Readiness Competency Wheel*. 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.

Career Education *Skills for All...*



Missouri Department of Elementary and Secondary Education (2011). Find your future in career paths & career clusters.

http://dese.mo.gov/sites/default/files/MO_Career_Clusters_poster_17x22-Web.pdf

School Counseling *Concepts for All...*

Self-Concept

Balancing Life Roles

Being a Contributing Member of a Diverse Global Community

Quality Relationships

Respect for Self and Others

Personal Responsibility in Relationships

Safe and Healthy Choices

Personal Safety of Self and Others

Coping Skills

Improvement of Academic self-concept leading to life-long learning

Self-management for Life-long learning

Transitions

Personal Plan of Student for Life-long Learning

**Missouri Comprehensive
Guidance and Counseling
Program Content Area
Strand: PS Personal and
Social Development Grade
Level Expectations (GLE)
Grades 9-12**

Special Education

Self-determination Skills...

Problem-Solving Skills

Goal-Setting and
Attainment Skills

Independence, Risk-Taking
and Safety Skills

Self-Observation and Self-
Evaluation Skills

Self-Reinforcement Skills

Self-Instruction Skills

Self-Advocacy and
Leadership Skills

Self-Awareness

Decision-Making Skills

Wehmeyer, M.L. (1999). A functional model of self-determination: Describing developmental and implementation instruction. *Focus on Autism and Other Developmental Disabilities*, 14, 53-61.

College readiness is...

- a term frequently misunderstood as shorthand for placement into credit bearing college courses such as English or mathematics.

Broader array of skills:

- Maturity
- Self-discipline
- Perseverance,
- Problem solving, and
- Ability to observe, listen, and speak.

Coordinating Board of
Higher Education, Missouri
CCR Task Force

Students with these skills, knowledge, and behavior are more likely to persist and obtain a postsecondary credential than students without these characteristics.

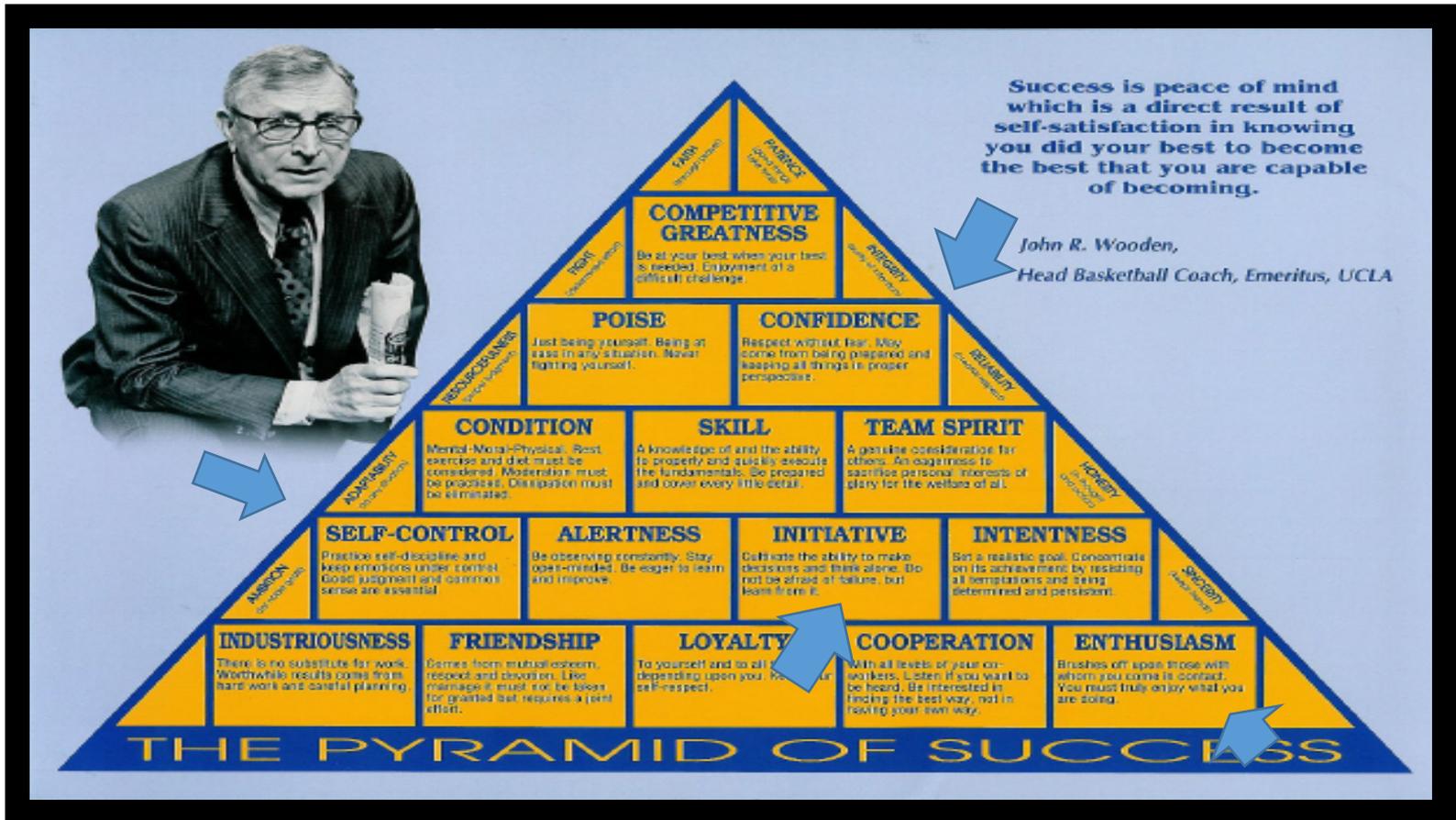
Gifted Education

Performance Area Goals...

Fort Zumwalt, MO

- **Critical Thinking and Reasoning** -gather, analyze, and apply information and ideas, and recognize and solve problems.
- **Creativity and Divergent Thinking** -think creatively and take academic risks.
- **Research** -persevere in the search for advanced knowledge and evaluate in-depth sources.
- **Communication**-communicate effectively within and beyond the classroom.
- **Interpersonal and Affective Skills**-work collaboratively with others and demonstrate positive character qualities.
- **Organizational and Time Management**-demonstrate task commitment and work steadily to achieve goals.

Coaching Skills for All...



Missouri Educator Evaluation

Indicators:

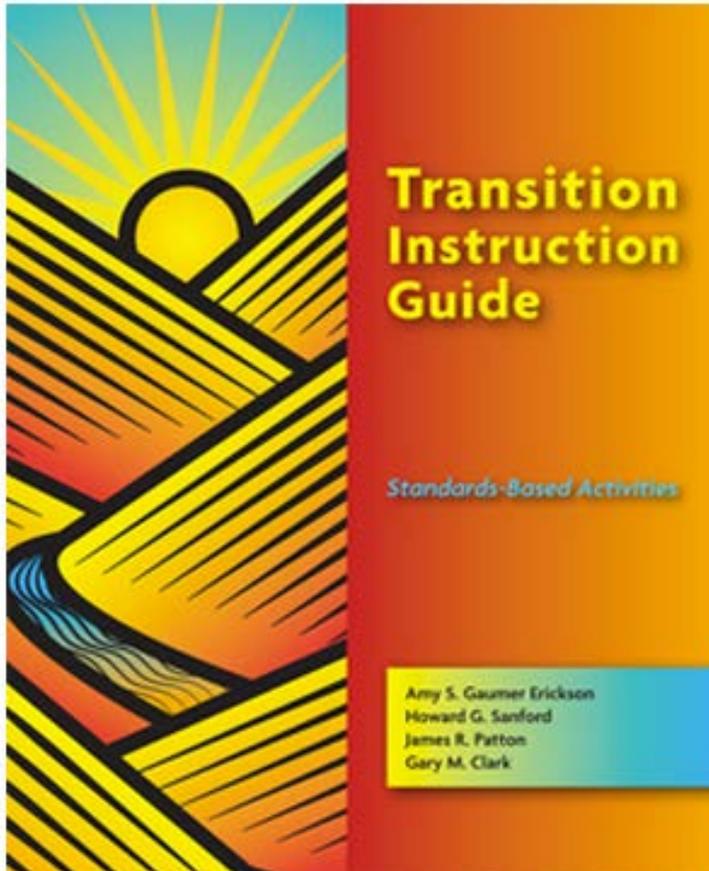
- Social and Emotional Development
- Student Goals
- Student-led Assessment Strategies

Missouri Educator Growth Toolbox, Teacher Evaluation Guide and Student Learning Objectives Guide

Student Learning Objectives

- Determine baseline
- Set growth targets
- Regularly track progress and make adjustments
- Post-tests
- Review performance

Transferable Activities and the Common Core Standards



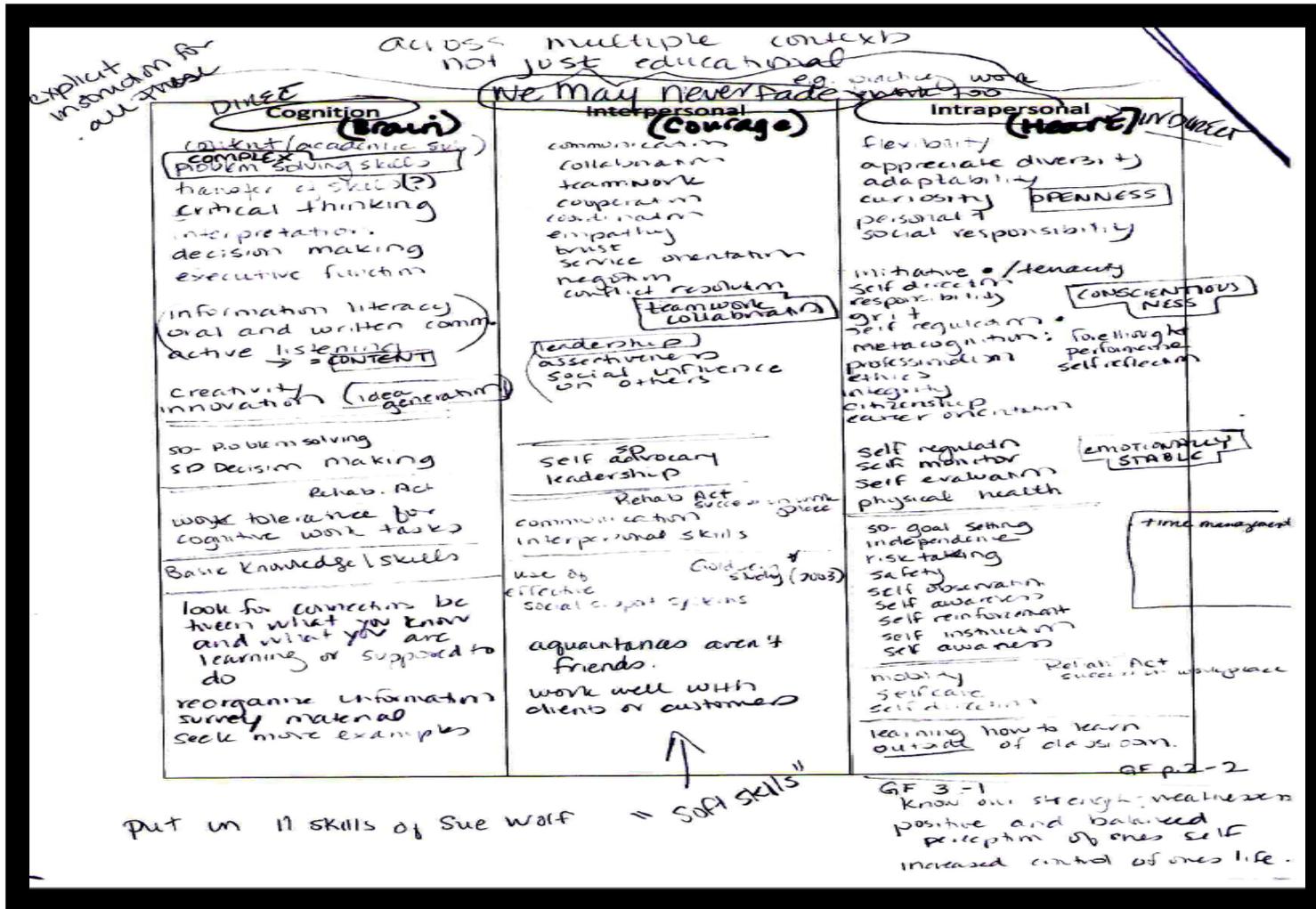
Provides more than 700 real-life instructional activities that are aligned with language arts and math standards. Available at <http://www.proedinc.com/customer/productView.aspx?ID=7579>

College and Career Competencies

Influential Research (Gaumer Erickson, Noonan & Soukup, 2013)

- Conley, D.T. (2010). *College and career ready: Helping all students succeed beyond high school*. San Francisco, CA: Jossey-Bass.
- Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101.
- Erickson, A.G., Noonan, P.M., & Jenson, R. (2012). The School Implementation Scale: Measuring implementation in response to intervention models. *Learning Disabilities -- A Contemporary Journal*, 10(2), 33-52. Retrieved from <http://ehis.ebscohost.com.www2.lib.ku.edu:2048/ehost/pdfviewer/pdfviewer?sid=0900c219-66b5-448b-838a-880dadda9915%40sessionmgr110&vid=2&hid=105>
- National Center on Response to Intervention. Essential components of Response to Intervention. <http://www.rti4success.org/>
- National High School Center. (2008). *Eight elements of high school improvement: A mapping framework* (Rev. ed.). Washington, DC: National High School Center at the American Institutes for Research. Retrieved from <http://www.betterhighschools.org/KnowledgeDataBase/documents/EightElementsMappingFramework.pdf>.
- National Research Council. (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Committee on Defining Deeper Learning and 21st Century Skills, J.W. Pellegrino & M.L. Hilton (Eds.), Board on Testing and Assessment and Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
- National Secondary Transition Technical Assistance Center. (2013). *Predictors of post-school success*. Charlotte, NC: University of North Carolina. Retrieved from <http://www.nsttac.org/content/predictors-post-school-success>.
- U.S. Department of Education, Office of Educational Technology (2013). *Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century*. Washington, D.C.: Author.

We all use different words...

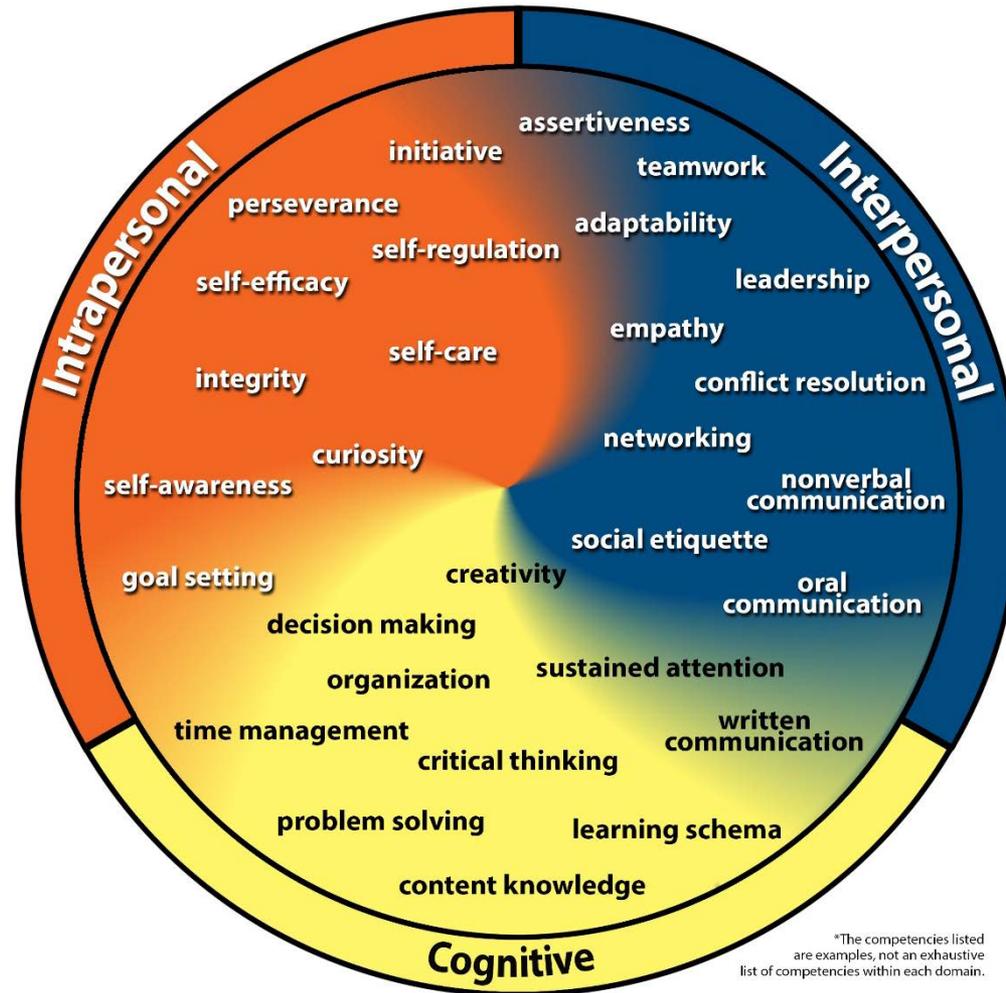


Systematic Instruction & Application

- The competencies are not new.
- Educators, parents, employers, etc. are already supporting students to learn and master the competencies.
- School initiatives support development of many of the competencies.

Our Challenge: Systematically integrating competencies into instruction for all students

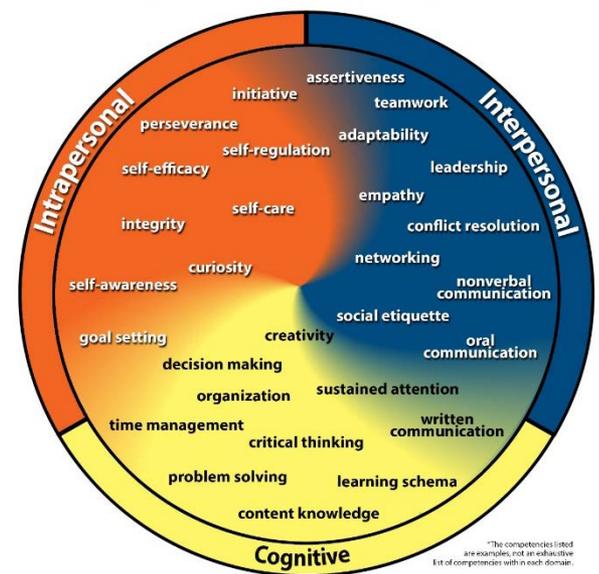
College and Career Competencies



Gaumer Erickson, A.S., Soukup, J.H., & Noonan, P. (2013). *College & Career Competency Wheel*. 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.

Competency

- A competency is more than a skill.
- A competency involves the ability to also, knowing when and how to use the skill.



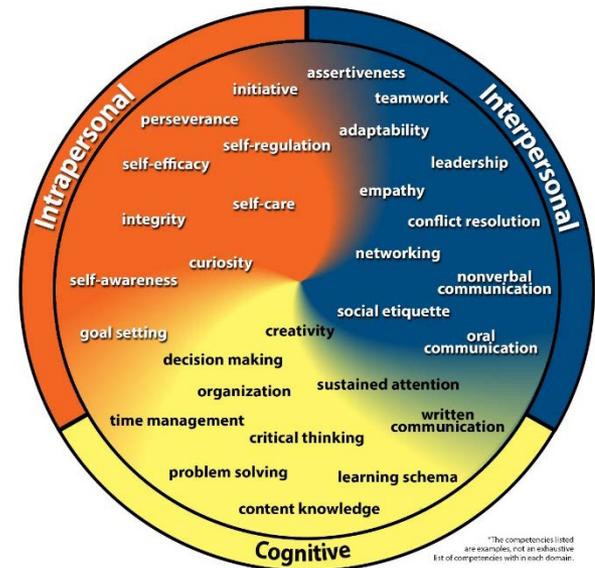
To be on our wheel, a competency must have a body of research as evidence to support its strong relationship to academic performance and achievement.

Why focus on the competencies?

Students with high levels of competency in the intrapersonal domain

- sustain attention in class
- earn better grades
- score higher on tests
- attain higher levels of education

(Dignath et al., 2008; Duckworth et al., 2007; Durlak et al., 2011; Nota, 2004; Ursache, 2012; Winkler-Eskreis et al., 2014).

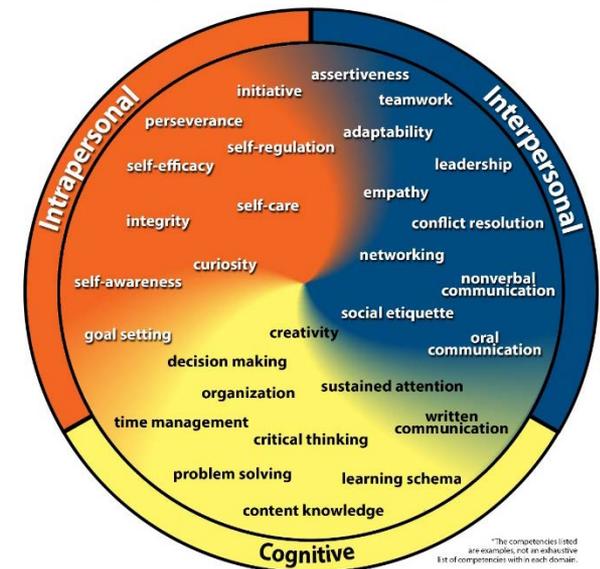


Why focus on the competencies?

Students with high levels of competency in the interpersonal domain

- have better physical and mental wellness and social functioning
- are better able to effectively overcome stressors
- have a reduced risk of suicide
- have higher school attendance rates
- feel more engaged in school
- spend more time studying
- have higher employment rates

(Davidson et al, 2007; Malecki et al., 2002; Opengart, 2007; Rosenfeld et al., 2000; Sabo et al., 2005; Swab, 2013).

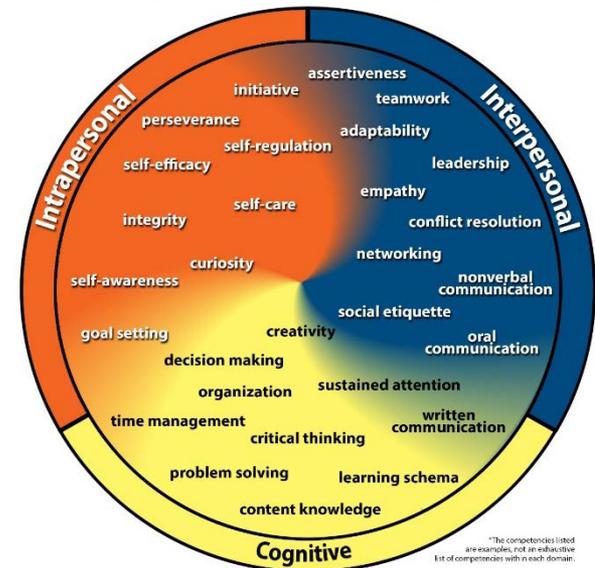


Why focus on the competencies?

Students with high levels of competency in the cognitive domain

- effectively solve real-life problems
- understand more course content and retain more information
- generalize information to apply in multiple contexts

(Chang, Wu, Weng, & Sung, 2012;
English & Sriraman, 2010; Khemlani, 2000;
Kuo, Hwang, & Lee, 2012).



*The competencies listed are examples, not an exhaustive list of competencies within each domain.

Can the competencies be taught?

Yes. Students can learn and expand their intrapersonal and interpersonal competencies through **instruction and integration within content-area learning.**

(Cantley et al., 2010; Cassidy, 2011; Ettingen et al., 2002; Farrington et al., 2012; Grote, 2014; Hulleman et al., 2009; Johnson et al., 2004; Meiklejohn, 2012; Meyer et al., 2003; Mueller et al., 2001; Oettingen, 2010; Roberts, 2009).

Can the competencies be measured?

College and Career Competencies Questionnaire: Teacher Version

Student's Name: _____

Directions: Consider these competencies that are critical for success in future work and college. Read each definition, and check the box that best describes your student's skill level.

Competency	What is it?	Great	Good	Okay	Need some work	Need a lot of work
Self-Awareness	Understanding your strengths, preferences, needs and interests, and having a clear idea of how others think of you	<input type="checkbox"/>				
Goal Setting	Setting, planning and keeping track of progress to reach your goals	<input type="checkbox"/>				
Perseverance	Continuing to work toward goals in the face of challenges; changing to best deal with changes around you	<input type="checkbox"/>				
Self-Efficacy	Believing in your ability to achieve your goals and accomplish challenging tasks	<input type="checkbox"/>				
Self-Regulation	Controlling your actions and thoughts, which includes things like organization, time management, and focusing on an activity for an extended period of time	<input type="checkbox"/>				

What do students say?

Competencies Missouri students say they need to work on:

	Low-GPA (0-2.33)	Mid-GPA (2.34-3.12)	High-GPA (3.13 and up)
Self-Regulation	X	X	
Conflict Resolution	X		
Goal Setting	X	X	X
Initiative	X	X	X
Learning Schema	X	X	

For more information, read the Missouri Post-Secondary Success 2015 Annual Evaluation Report available at <http://MissouriPSS.org> in the Resources

missouripss.org

- Competency teacher guides, student measures, videos & discussion questions
- Framework video & concept diagram activity
- MTII video, guided notes & discussion question document

Framework Resources

[College and Career Competencies Framework Video, Guided Notes, and Discussion Guide](#)

[MTII Video, Guided Notes, and Discussion Guide](#)

Competency Resources

Assertiveness
PDF: [Teacher Guide](#)

Conflict Resolution
Video: [Introduction to Conflict Resolution](#)
PDF: [Teacher Guide](#)

Creativity/Creative Thinking
PDF: [Teacher Guide](#)

Goal Setting
Video: [Introduction to Goal Setting](#)
PDF: [Teacher Guide](#)
PDF: [Pilot Planning and Reflection Questions](#)
PDF: [Student Measure](#)

Grit
Video: [Introduction to Grit](#)
PDF: [Teacher Guide](#)

Learning Schema
PDF: [Teacher Guide](#)

Networking
Video: [Introduction to Networking](#)
PDF: [Teacher Guide](#)

Problem Solving
PDF: [Teacher Guide](#)

Self-Awareness
Video: [Introduction to Self-Awareness](#)
PDF: [Teacher Guide](#)

Self-Efficacy
PDF: [Teacher Guide](#)

Self-Regulation
Video: [Introduction to Self-Regulation](#)
PDF: [Teacher Guide](#)
PDF: [Pilot Planning and Reflection Questions](#)
PDF: [Student Measure](#)

Teamwork
PDF: [Teacher Guide](#)

Tools

[CCR Competencies Classroom Assessment \(Excel\)](#)

College and Career Competency Questionnaires
[Student Version](#)
[Parent Version](#)
[Teacher Version](#)

[CCR Questionnaire Comparison Tool \(Excel\)](#)

College and Career Competency Wheel

The diagram is a circular wheel divided into four quadrants, each representing a domain of college and career competencies. The quadrants are: Intrapersonal (top-left, orange), Interpersonal (top-right, blue), Cognitive (bottom, yellow), and Social/Emotional (bottom-left, green). Each quadrant contains several specific skills and competencies. The Intrapersonal quadrant includes initiative, perseverance, self-regulation, self-efficacy, integrity, self-awareness, goal setting, and curiosity. The Interpersonal quadrant includes assertiveness, teamwork, adaptability, leadership, empathy, conflict resolution, networking, and nonverbal communication. The Cognitive quadrant includes creativity, social etiquette, oral communication, decision making, sustained attention, time management, critical thinking, written communication, problem solving, learning schema, and content knowledge. The Social/Emotional quadrant includes self-care and communication. A small note at the bottom right of the wheel states: 'This competency wheel was developed by the Missouri Department of Elementary and Secondary Education.' Below the wheel is a citation: 'Gardner, E. S., & Peterson, J. (2013). College & Career Competency Wheel. University of Missouri, Center for Research on Learning. Derived in part from Pellegrini, J. M., & Miller, M. L. (2012). Educator for Life and Work. Overcoming Transitions: Knowledge and Skills for the 21st Century. Washington, DC: National Academies Press.' To the right of the citation is the Research & Collaboration logo.

Professional Development Opportunities

Team Training

- Designed for school teams that include diverse roles
- Teams participate in five trainings across two years; implementation begins after the first training
- Includes a site visit in the second year of implementation

Self-Paced Virtual Team Training

- Designed for school teams that include diverse roles
- Teams develop their own timeline to complete online training elements
- Virtual coaching available throughout the implementation process

Applications available on the Project Overview page at <http://MissouriPSS.org>

Timeline and Expectations

Year 1

- Teams conduct Tier 1 pilot(s) for team-identified competencies.
- Lessons learned from pilot(s) informs planning Tier 1 implementation in Year 2.

Year 2

- Tier 1 implementation of one or more competencies.
- Expansion of competencies, conduct Tier 1 pilot(s) for multiple competencies.
- Lessons learned from pilots and initial Tier 1 implementation inform planning for schoolwide implementation.

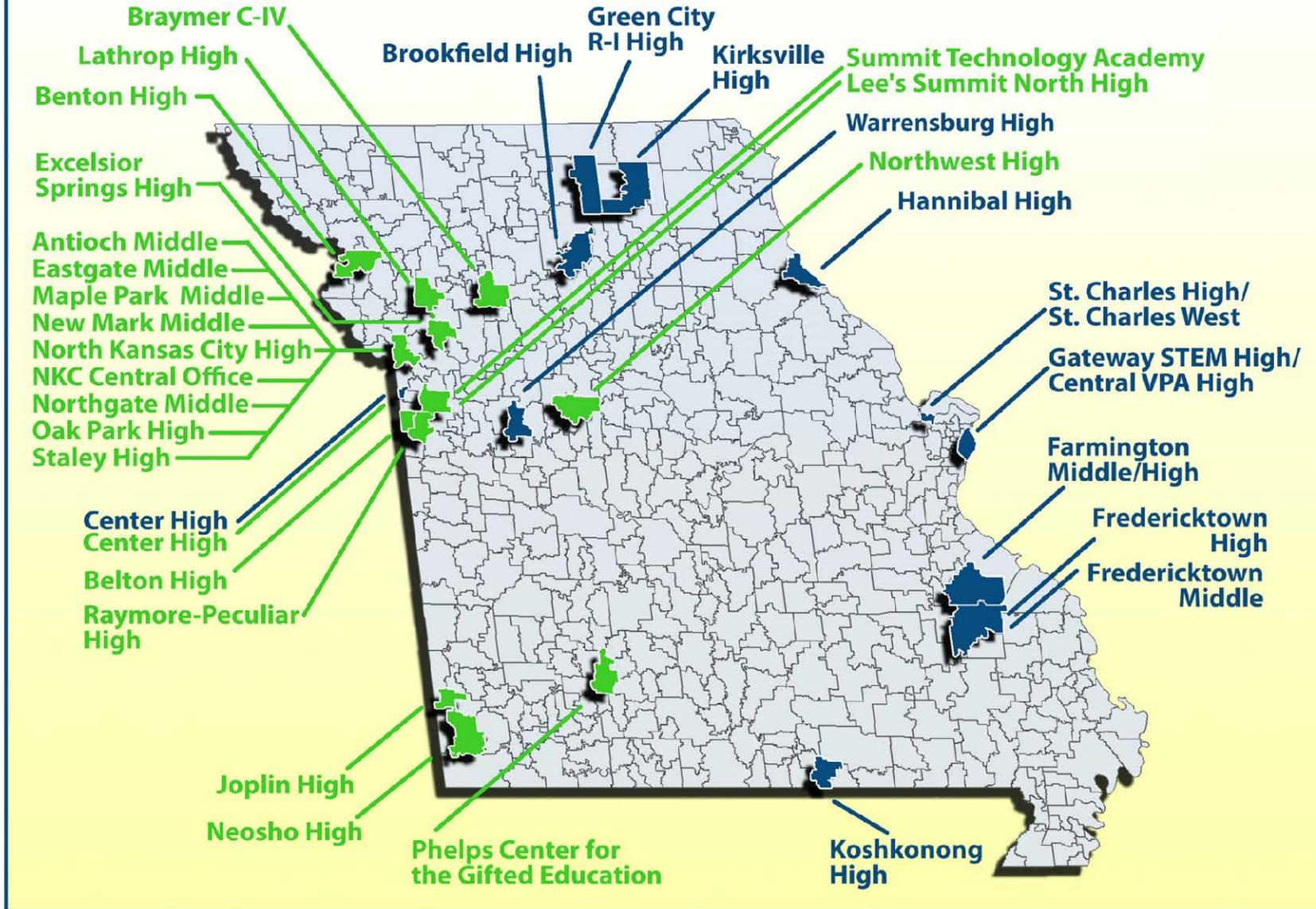
Year 3

- Sustainability
- Schoolwide implementation

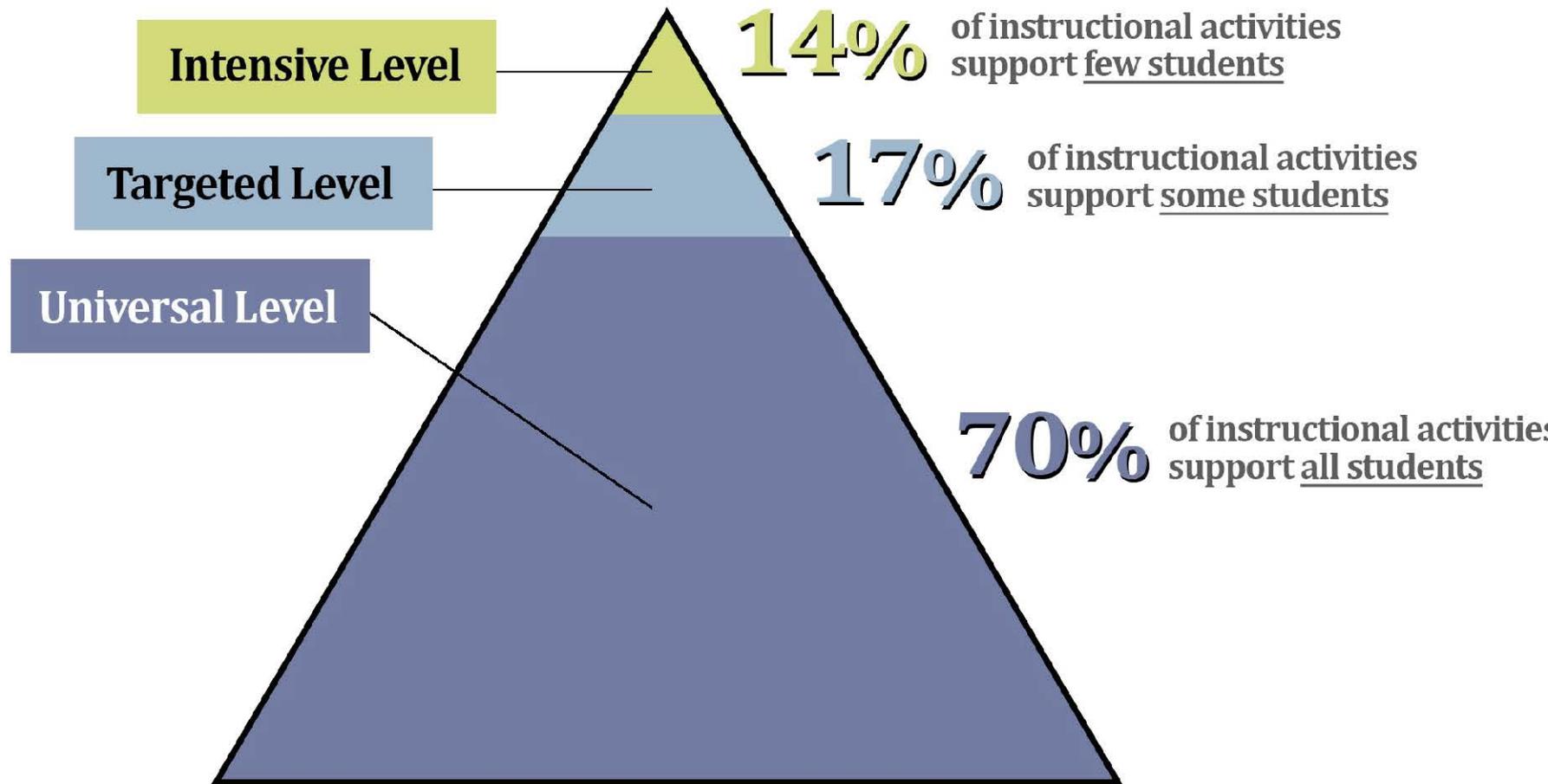
Participating Schools

2014-16 Schools

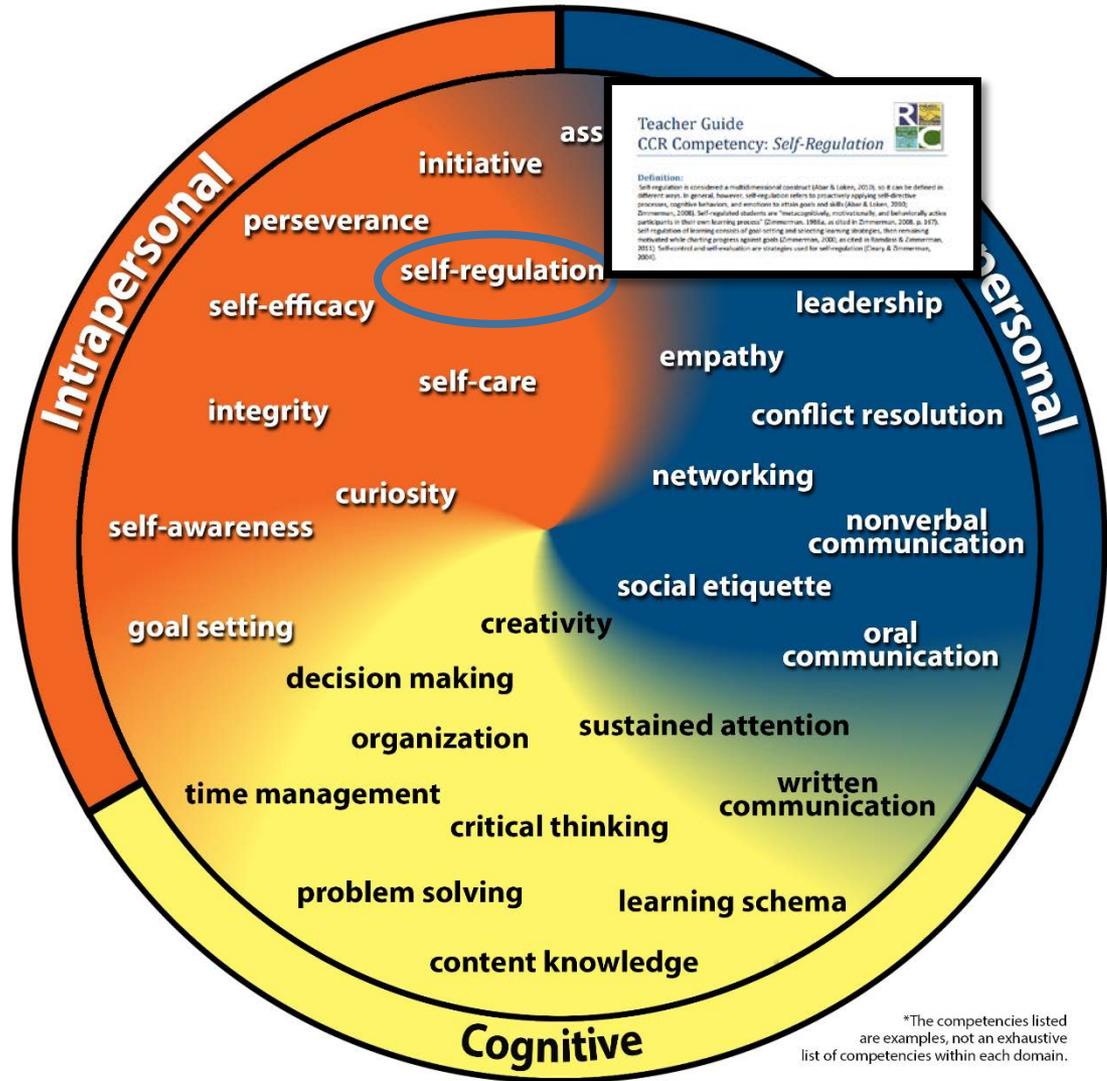
2015-17 Schools



Teams implemented more than 100 instructional activities focused on College and Career Competencies, most of which focused on supporting all students.



Priority competencies were determined based on the analysis of student-identified needs



Gaumer Erickson, A.S., Soukup, J.H., & Noonan, P. (2013). *College & Career Competency Wheel*. 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.

Self-Regulation (Intrapersonal Domain)

Teacher Guide
CCR Competency: *Self-Regulation*



What is it?

Controlling and monitoring your thoughts and actions.

Why?

- Training students, including primary school children, in self-regulation has a positive effect on learning outcomes.
- Students trained by a teacher in self-regulated learning has shown a significant increase in both homework effectiveness and academic achievement.

Where?

At home doing homework, at work staying on task when you would rather be texting or googling, in private when you want to eat all the Halloween candy, in public when you feel like picking your nose, in class when you want to daydream or finish your work later.

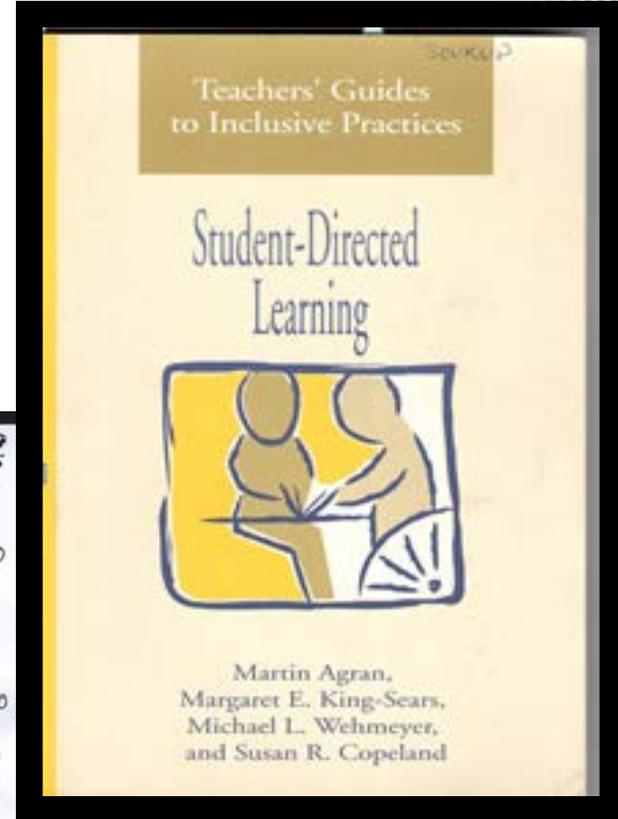
Self-Regulation is Happening...

Anya's Homework Checklist						
WHAT I HAVE TO DO	MINUTES I CAN EARN	Did I Earn Points?				
						
		Mon	Tues	Wed	Thurs	Fri (opt.)
Layout HW on dining room table when I get home.	10 min	✓	✓			
Do my HW on my own.	10 min	✓	✓	✓		
Show mom my completed HW.	10 min		✓	✓		
Put my HW in the folder in my backpack.	10 min	✓	✓	✓		

- If needed, I can take a 5 minute break between a
- Mom can give me two reminders or else I lose m screen time for that "to do" task.
- My earned time starts 7 pm. If I do not turn off the screen by 7:40, I will lose 10 minutes the fo

 signed by Anya and Jackie

How Are You Feeling Today?



Self-Regulation is Happening...

Tools for Studying

A. Menu of Study Strategies

Check off the ones you will use.

- | | | |
|---|--|---|
| <input type="checkbox"/> 1. Reread text | <input type="checkbox"/> 8. Make concept maps | <input type="checkbox"/> 15. Create a "cheat sheet" |
| <input type="checkbox"/> 2. Reread/organize notes | <input type="checkbox"/> 9. Make lists/organize | <input type="checkbox"/> 16. Study with friend |
| <input type="checkbox"/> 3. Read/recite main points | <input type="checkbox"/> 10. Take practice test | <input type="checkbox"/> 17. Study with study group |
| <input type="checkbox"/> 4. Outline text | <input type="checkbox"/> 11. Quiz myself | <input type="checkbox"/> 18. Study session with teacher |
| <input type="checkbox"/> 5. Highlight text | <input type="checkbox"/> 12. Have someone else quiz me | <input type="checkbox"/> 19. Study with a parent |
| <input type="checkbox"/> 6. Highlight notes | <input type="checkbox"/> 13. Study flash cards | <input type="checkbox"/> 20. Ask for help |
| <input type="checkbox"/> 7. Use study guide | <input type="checkbox"/> 14. Memorize/rehearse | <input type="checkbox"/> 21. OTHER: _____ |

B. Study Plan

Date	Day	Which strategies will I use? (write #)	How much time for each strategy?
	4 days before test	1. 2. 3.	1. 2. 3.
	3 days before test	1. 2. 3.	1. 2. 3.
	2 days before test	1. 2. 3.	1. 2. 3.
	1 day before test	1. 2. 3.	1. 2. 3.

C. Posttest Evaluation

How did your studying work out? Answer the following questions:

1. What strategies worked best?
2. What strategies were not so helpful?
3. Did you spend enough time studying? Yes No
4. If no, what more should you have done?
5. What will you do differently the next time?

From Dawson and Guare (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

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 <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>				
	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>				
	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>				
	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>				
	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>				
	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>				

From Dawson and Guare (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

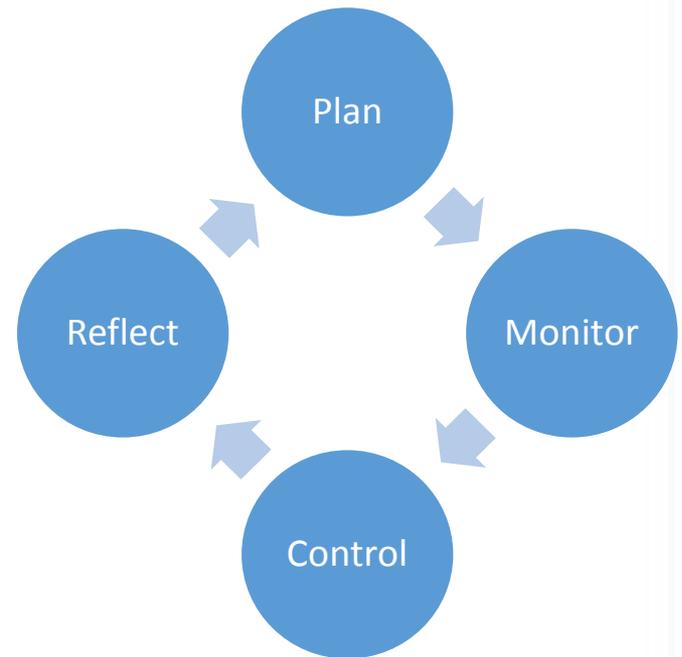
Executive Skills in Children and Adolescents by Dawson and Guare (2010)

Self-Regulation is Happening...

- **Think Alouds Support Remembering.** “I’m going to remind myself about emailing you that scholarship form tomorrow. First, I need to find a bright post-it note, then I’m going to post it to my phone so that I’ll see it.”
- **Self-Regulation Mnemonics Support Writing:** POW (Pick ideas, Organize notes, Write and say more) and TREE (Topic sentence, Reasons, Explain, strong Ending) proved effective in improving persuasive essays for children with ASD in the study.
- **Self-Monitoring Supports Task Completion:** Noting the occurrence of the behavior (used to establish fluency of behavior vs. acquisition)
- **Self-Reinforcement Supports Control:** “If-then” plans that highlight what step the student will take in different situations help students self-regulate and stay on track during goal-striving.

Self-Regulation Components

1. Plan for and articulate what you want to accomplish.
2. Immediately monitor progress and interference regarding your goal.
3. Control change by implementing specific strategies when things are not going as planned.
4. Reflect on what worked and what you can do better next time.



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

Monitor: Are students asking themselves, “am I getting things done, am I following a good time line”? When do most students start monitoring their progress?

Control: Are students asking themselves, “what might help me better achieve my goal, and what consequences (good or bad) can I give myself along the way to support my progress?”

Reflect: Are students asking themselves, “did I achieve my goal? & what self-regulation strategies worked best for me?” With whom and when does reflection usually occur with teens?

Self-Regulation Classroom Examples

Embedded into Curriculum

- Develop Hypothesis Statement
- Design Experiment
- Collect Data
- Modify Experiment
- Draw Conclusions

Augmenting Curriculum

- Create study plan
- Monitor study time
- Modify study plan
- Reflect on results

Self-Regulation

Controlling and monitoring your own thoughts and actions

Tier 2: Supplemental Instruction

Students taking a study skills class participate in a supplemental intervention for self-regulation in addition to the review and planning for grade improvement. In this class, students create a binder with the following tabs: Test (needed for test), Toss (not needed), Think (might need), Take (take home). Within this class, the teacher provides time in class for students to self-regulate by thinking carefully about the materials they handle and how they are or aren't meaningful to them. Teachers then check their notebooks on a weekly basis to monitor and provide additional instruction for using the organizational tabs.

Tier 3: Intensive & Individualized Instruction

In addition to Tier 1 and Tier 2 instruction, a few students with low homework completion are required to write down every homework assignment for each of their classes in their planners. For two weeks, each teacher reviews and signs off that the student listed the homework assignment accurately. The following two weeks, the student lists the homework assignments independently, and the last teacher of the day reviews the student's planner and signs off that the student is listing assignments for all classes. These planner checks decrease to once per week when the student demonstrates the skill independently. Parents are informed of this intervention and encouraged to check the student's planner regularly.

Tier 1: Universal/Core Instruction

A school-wide expectation is established: After students receive quarterly report cards, they will reflect on their grades and submit a plan to their homeroom teacher describing how they will change their daily behavior to improve (or maintain) their grades. Every two weeks, students will monitor their grades and determine whether to maintain or modify their plan.

Jill says...

“I’m so unorganized. I want to be organized. I’m going to keep all my things in my backpack binder so that I don’t lose stuff between my desk in my room and the kitchen table.

I still can’t find stuff that I need. There are just way too many papers in my binder. I have got to try something else. I’m going to use a Test, Toss, Take Home, Think approach that I found on the internet. I’m going to now try to organize my materials by having 4 sub-folders in 1 binder.

Oh my gosh, just 2 days have passed and I’m finding my papers and getting rid of stuff I don’t need.”

Jill's Self-Regulation Checklist

- Does Jill start with an initial plan to do or learn something?
- Does Jill monitor how she is doing right away (like within a couple days)?
- Does Jill take control and make a personal or environmental change if her initial plan isn't working?
- Does Jill reflect on how things are going or went after she makes changes or completes her project?

Jim says...

“I just got a new job at Jimmy John’s. I’m so excited because this job pays more than my old McDonald’s job. I’m saving up for the new Samsung phone. Did you know that it has a wide angle lens so I can take groupies instead of selfies? So, anyway – every 2 weeks I’m putting half my paycheck money into a shoe box in my room. Hopefully, I’ll have enough soon.

I know the Prom is also coming up so I need to make sure I save for that too.

[6 WEEKS LATER] The Prom was the bomb but dang – still not enough money for the phone. I just went into that shoe box and took my phone money out for the Prom. Now I know why people use banks.”

Jim's Self-Regulation Checklist

- Plan: Does Jim start with an initial plan to save his money?
- Monitor: Does Jim monitor how he is doing on saving his money after his first shoebox deposit?
- Control: Does Jim take control and make a change to his saving strategy when he realizes that he needs to save for two purposes?
- Reflect: Does Jim reflect on how he is progress toward his goal to save up for a new phone?

College & Career Competency Questionnaire: Self-Regulation

Please select the response that best describes you. Be honest, since the information will be used to help you become more prepared for college and careers.

Student ID _____

Date _____

	Not very much like me	→			Very much like me
1. I plan out projects that I want to complete.	1	2	3	4	5
2. If an important test is coming up, I create a study plan.	1	2	3	4	5
3. Before I do something fun, I consider all the things that I need to get done.	1	2	3	4	5
4. I can usually estimate how much time my homework will take to complete.	1	2	3	4	5
5. It is hard for me to get started on a big assignment.	1	2	3	4	5
6. I have trouble making plans to help me reach my goals.	1	2	3	4	5
7. I keep track of how my projects are going.	1	2	3	4	5
8. I know when I'm behind on a project.	1	2	3	4	5
9. I track my progress for reaching my goal.	1	2	3	4	5
10. I know what my grades are at any given time.	1	2	3	4	5
11. Daily, I identify things I need to get done and track what gets done.	1	2	3	4	5
12. I often lose track of time.	1	2	3	4	5
13. I have trouble remembering all the things I need to accomplish.	1	2	3	4	5
14. I do what it takes to get my homework done on time.	1	2	3	4	5
15. I make choices to help me succeed, even when they aren't the most fun right now.	1	2	3	4	5

Want to know more?

Teacher Guide CCR Competency: *Self-Regulation*



Definition:

Self-regulation is considered a multidimensional construct (Abar & Loken, 2010), so it can be defined in different ways. In general, however, self-regulation refers to proactively applying self-directive processes, cognitive behaviors, and emotions to attain goals and skills (Abar & Loken, 2010; Zimmerman, 2008). Self-regulated students are “metacognitively, motivationally, and behaviorally active participants in their own learning process” (Zimmerman, 1986a, as cited in Zimmerman, 2008, p. 167). Self-regulation of learning consists of goal-setting and selecting learning strategies, then remaining motivated while charting progress against goals (Zimmerman, 2000, as cited in Ramdass & Zimmerman, 2011). Self-control and self-evaluation are strategies used for self-regulation (Cleary & Zimmerman, 2004).

Research:

- Self-regulation can predict academic achievement (Ursache, Blair, & Raver, 2012).
- Training students, including primary school children, in self-regulation has a positive effect on learning outcomes, strategy use, and motivation (Dignath, Buettner, & Langfeldt, 2008).
- Several studies have shown that teachers can successfully adapt activities and assignments to help students develop self-regulatory skills.
 - In a study involving 4th graders and math instruction in Germany, the students trained by the teacher in self-regulated learning showed significant increases in both homework effectiveness and math achievement (Zimmerman, 2008).

Review the self-regulation teacher guide at <http://MissouriPSS.org>

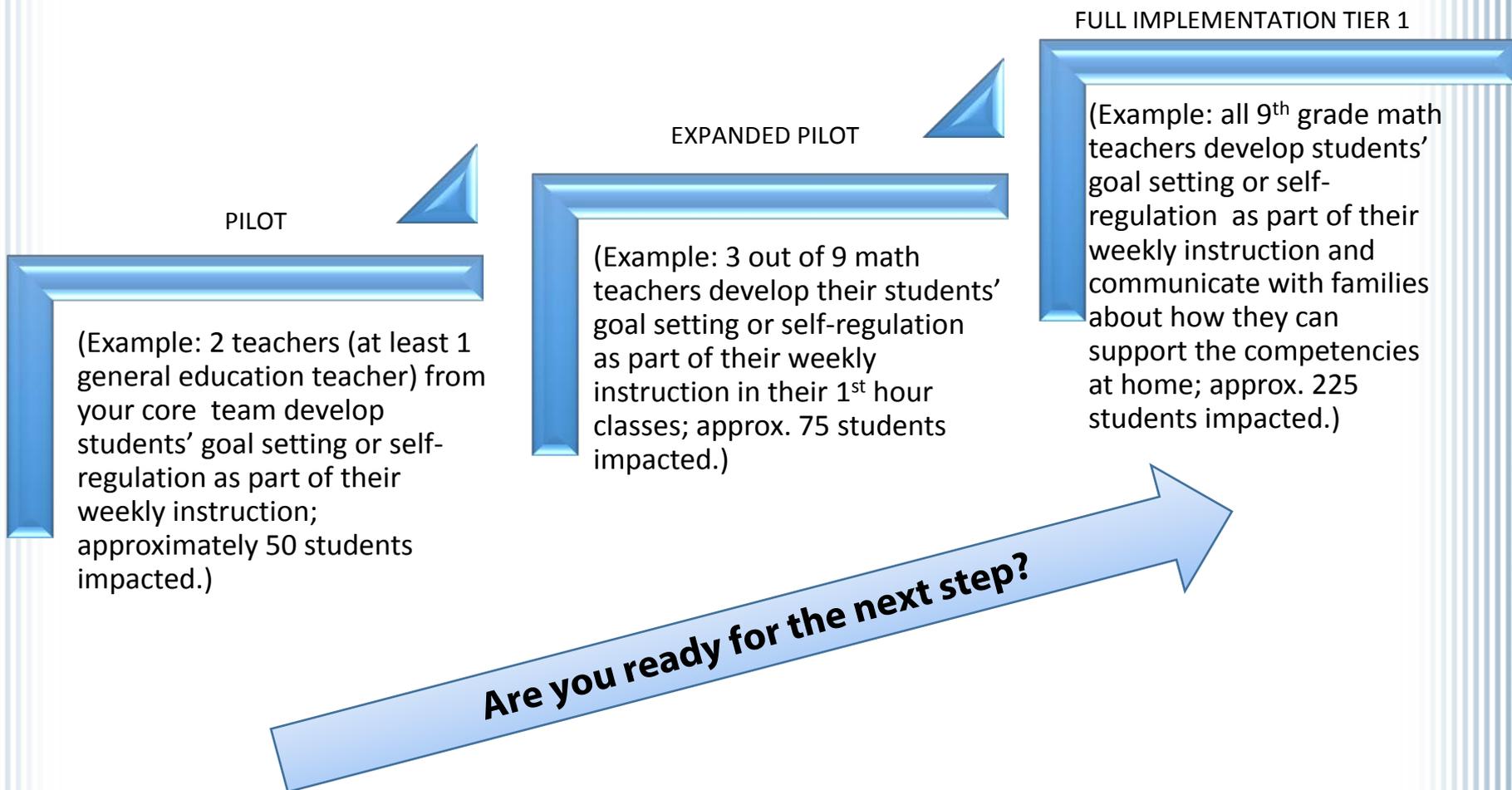
Watch the self-regulation video at <https://www.youtube.com/watch?v=xaxEwGQHEQA>

Self-Regulation *Some students are naturals*

Some students struggle with self-regulation

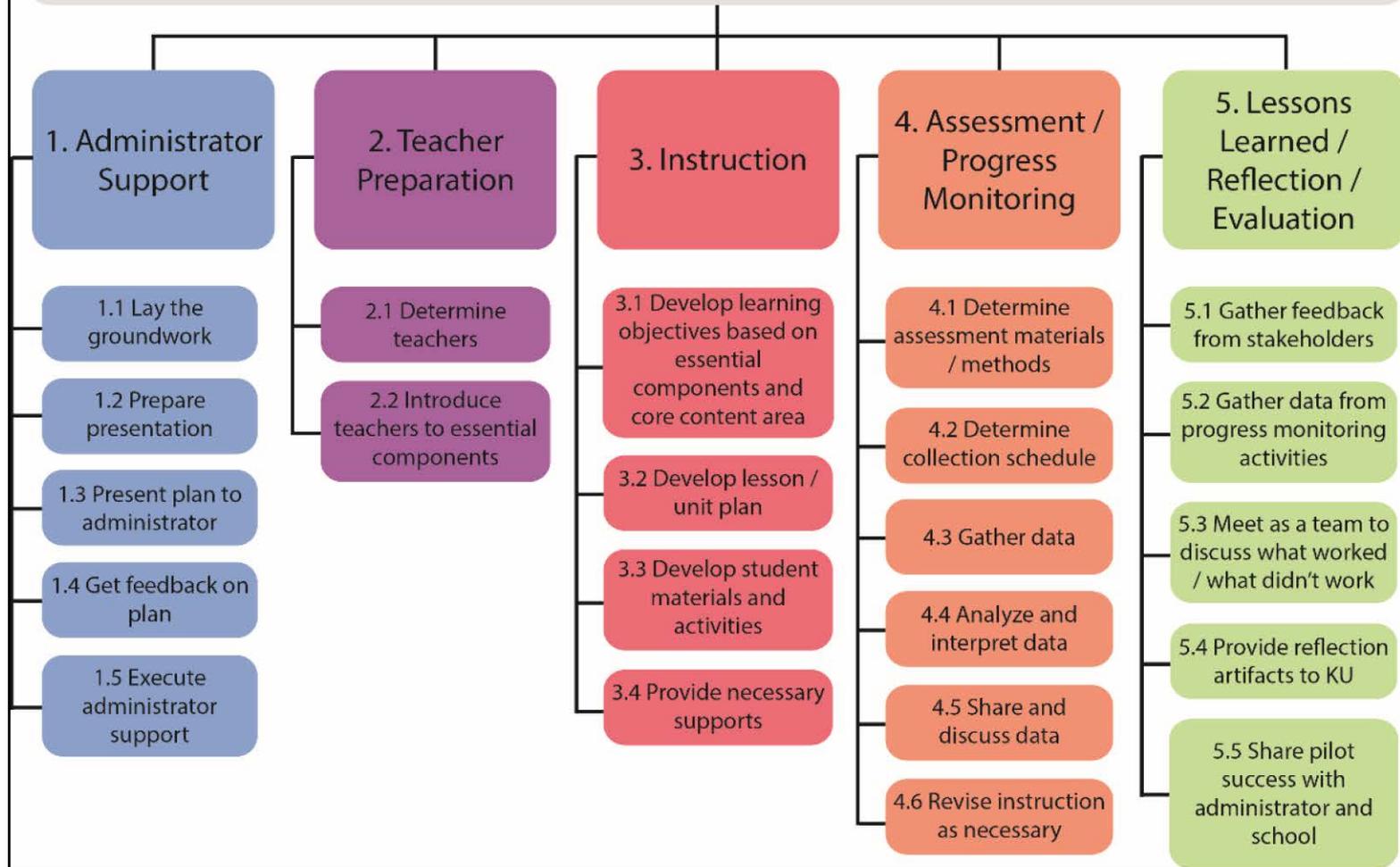
The infographic includes icons for a cookie, an alarm clock, a thought bubble saying 'I wish I had a cookie...', a teacher at a desk, a crowd of students, a homework folder, and three stylized human figures in blue, green, and red.

Implementation Progression



Work Breakdown Structure

Goal: By next session, pilot goal setting instruction that includes all essential components at the Tier 1 level with a representative group of students.



Work Breakdown Structure

1-Administrator Support:

Getting the principal/administrator buy-in, encouragement, and visible backing.

2-Teacher Preparation:

Making sure the teachers who will be infusing competency in the classroom content feel ready.

3-Instruction:

The actual touchpoints with students in the classroom, the infusion of the competency into the classroom content.

4-Assessment/Progress Monitoring:

The pre- and post-pilot data that tells the team if the pilot is having an impact on students.

5-Lessons Learned/Reflection/Evaluation:

The main takeaways from the pilot that will guide Tier 1 implementation school-wide. Will use templates to guide reflection/decisions.

Thank you

<http://MissouriPSS.org>

Amy Gaumer Erickson, Ph.D.

agaumer@ku.edu

Pattie Noonan, Ph.D.

pnoonan@ku.edu