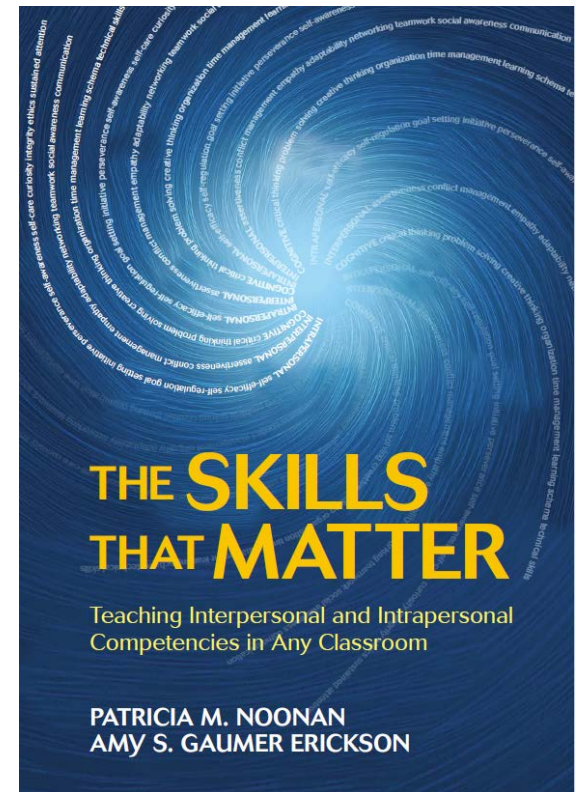


The Skills that Matter: Teaching Self-Regulation in Any Classroom

www.CCCFramework.org



Contact us with any questions you have about the *College & Career Competency Framework*. We are available to support teachers and school-wide implementation through virtual and on-site trainings.

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Pattie Noonan, Ph.D.

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Learning Objectives

1. I can explain the College and Career Competency (CCC) Framework to a colleague.
2. I can explain why we need to teach students the College and Career Competencies.
3. I feel prepared to teach the essential components of self-regulation.

Who we are, our work, and our mission



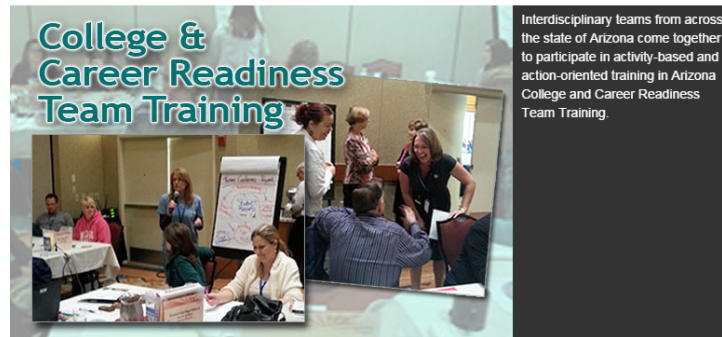
Research
Collaboration

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



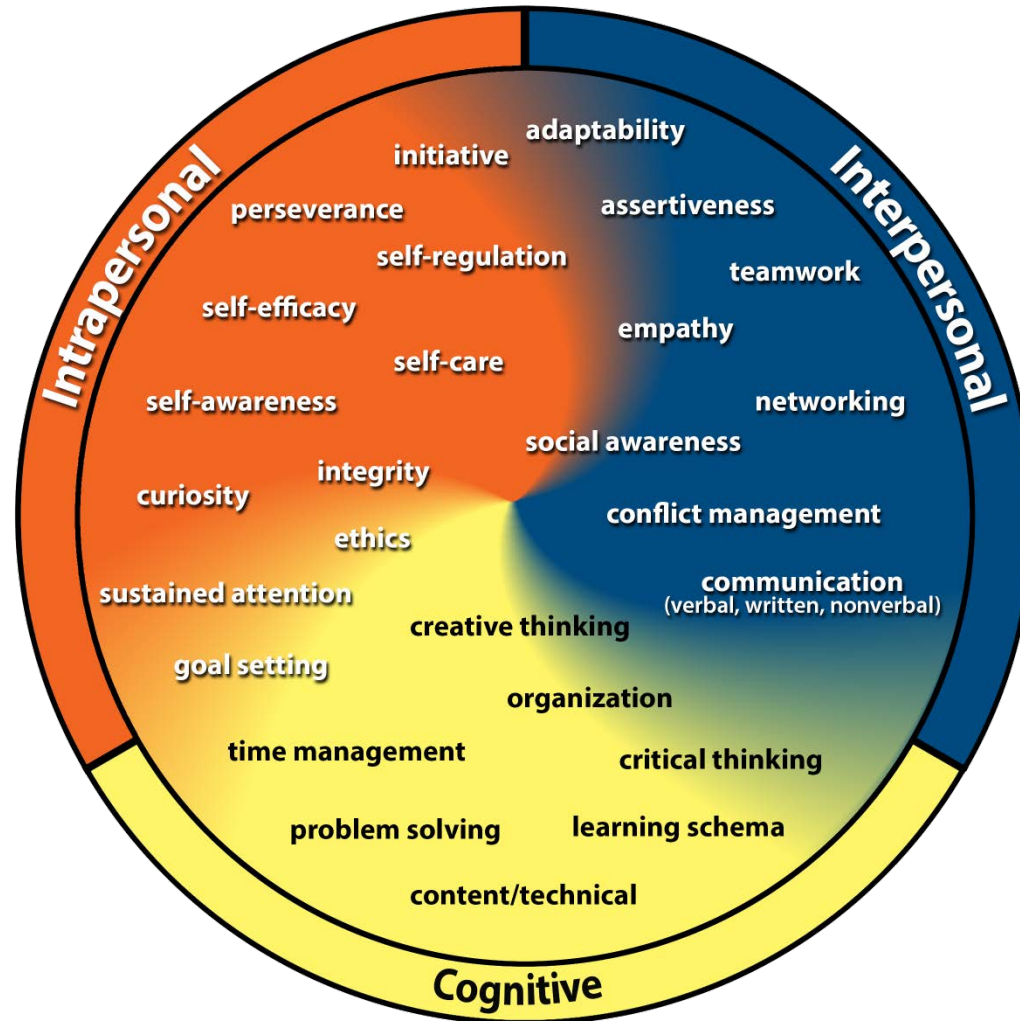
Center for Research on Learning - University of Kansas

Pre-Test

<https://www.surveymonkey.com/r/SRtexas>

**What is one thing that
students could do to be more
successful in your class or
school?**

College & Career Competency Wheel



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Need for Competency Development



US News EDUCATION Education Rankings & Advice

High School Students Not Prepared for College, Career

More than 60 percent of 2012 graduates are not adequately prepared for college, a report states.

By Kelsey Sheehy | Aug. 22, 2012, at 8:00 a.m.

Whether you are a parent, teacher, student or administrator, get caught up on the latest news, ideas and policy debates affecting America's high school classrooms. Have something of interest to share? Send your news and notes to us at highschoolnotes@usnews.com.



Chicago Tribune

MONDAY APR. 4, 2016 SPORTS BREAKING TRENDING OPINION BUSINESS SUBURBS ENTERTAINMENT ADVERTISING 35°

Most public school students aren't prepared for college work, data show

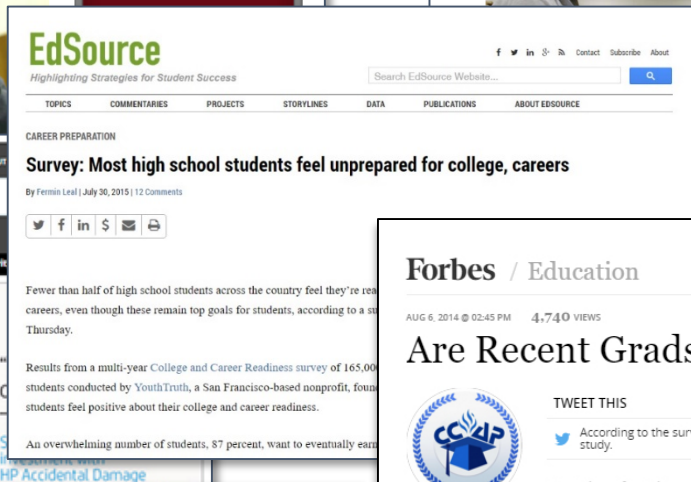


NYU PRECOLLEGE PROGRAM FOR HIGH SCHOOL STUDENTS

NYU.EDU/PRECOLLEGE

From this article

How to use schools.chicagotribune.com



EdSource

Highlighting Strategies for Student Success

TOPICS COMMENTARIES PROJECTS STORYLINES DATA PUBLICATIONS ABOUT EDSOURCE

CAREER PREPARATION

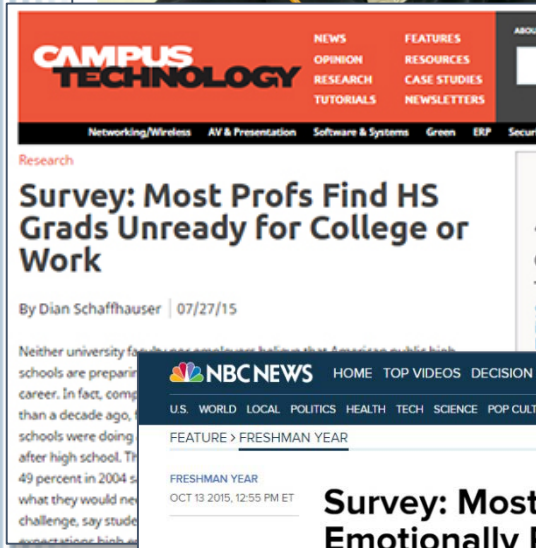
Survey: Most high school students feel unprepared for college, careers

By Fernin Leal | July 30, 2015 | 12 Comments

Fewer than half of high school students across the country feel they're ready for college, even though these remain top goals for students, according to a new survey.

Results from a multi-year College and Career Readiness survey of 165,000 students conducted by YouthTruth, a San Francisco-based nonprofit, found that 49 percent of students feel positive about their college and career readiness.

An overwhelming number of students, 87 percent, want to eventually earn a college degree.



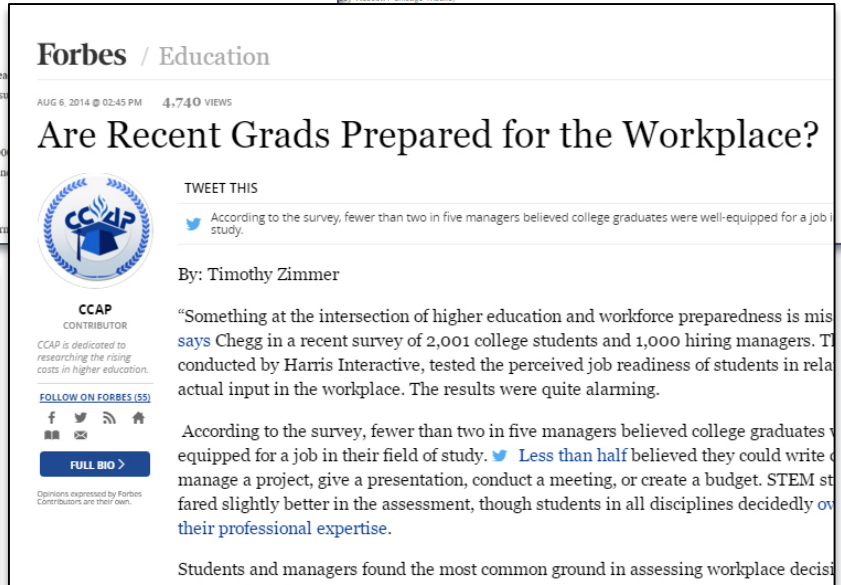
CAMPUS TECHNOLOGY

NEWS OPINION RESEARCH TUTORIALS FEATURES RESOURCES CASE STUDIES NEWSLETTERS

Survey: Most Profs Find HS Grads Unready for College or Work

By Dian Schaffhauser | 07/27/15

Neither university faculty nor high school teachers are preparing students for the workforce. In fact, compared to a decade ago, fewer than 50 percent of high school graduates are going to college after high school. The 49 percent in 2004 says that it's one of the biggest challenges, say students and parents.



Forbes / Education

AUG 6, 2014 @ 02:45 PM 4,740 VIEWS

Are Recent Grads Prepared for the Workplace?

TWEET THIS

According to the survey, fewer than two in five managers believed college graduates were well-equipped for a job in their field of study.

By: Timothy Zimmer

“Something at the intersection of higher education and workforce preparedness is missing,” says Chegg in a recent survey of 2,001 college students and 1,000 hiring managers. The survey, conducted by Harris Interactive, tested the perceived job readiness of students in relation to their actual input in the workplace. The results were quite alarming.

According to the survey, fewer than two in five managers believed college graduates were well-equipped for a job in their field of study. Less than half believed they could write a business plan, manage a project, give a presentation, conduct a meeting, or create a budget. STEM students fared slightly better in the assessment, though students in all disciplines decidedly **lacked their professional expertise.**

Students and managers found the most common ground in assessing workplace decisions.




NBC NEWS HOME TOP VIDEOS DECISION 2016 ONGOING: EUROPE'S BORDER CRISIS GERMANY

U.S. WORLD LOCAL POLITICS HEALTH TECH SCIENCE POP CULTURE BUSINESS INVESTIGATIONS SPORTS MORE

Survey: Most Freshmen Are Not Emotionally Prepared for College

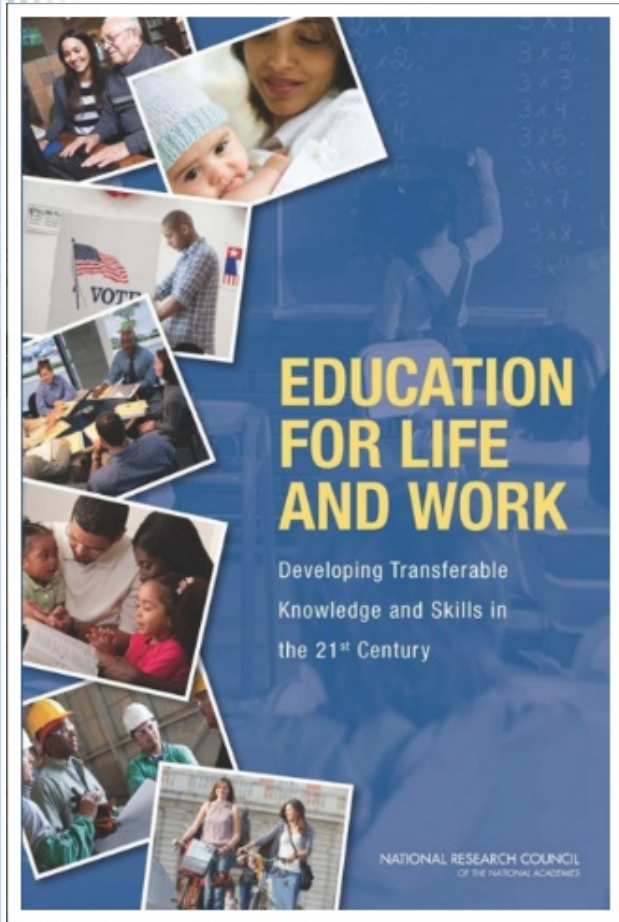
by LISA HEFFERNAN



Education for Life and Work:

Developing Transferable Knowledge and Skills in the 21st Century (2012)

James W. Pellegrino and Margaret L. Hilton, Editors; Committee on Defining Deeper Learning and 21st Century Skills; Center for Education; Board on Testing and Assessment; Division of Behavioral and Social Sciences and Education; National Research Council



Conclusion:

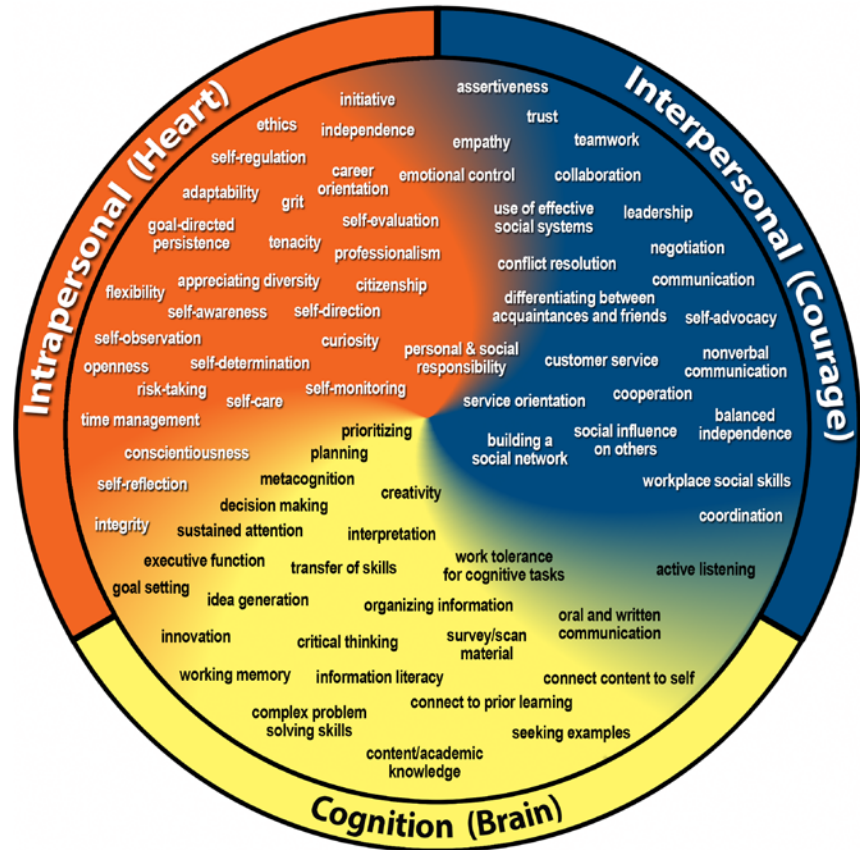
Coverage of other 21st century competencies—particularly those in the intrapersonal and interpersonal domains—is uneven. (p. 140)

Conclusion:

Development of higher-order 21st century competencies within the disciplines will require systematic instruction and sustained practice. (p. 140)

Synthesizing the Competencies

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



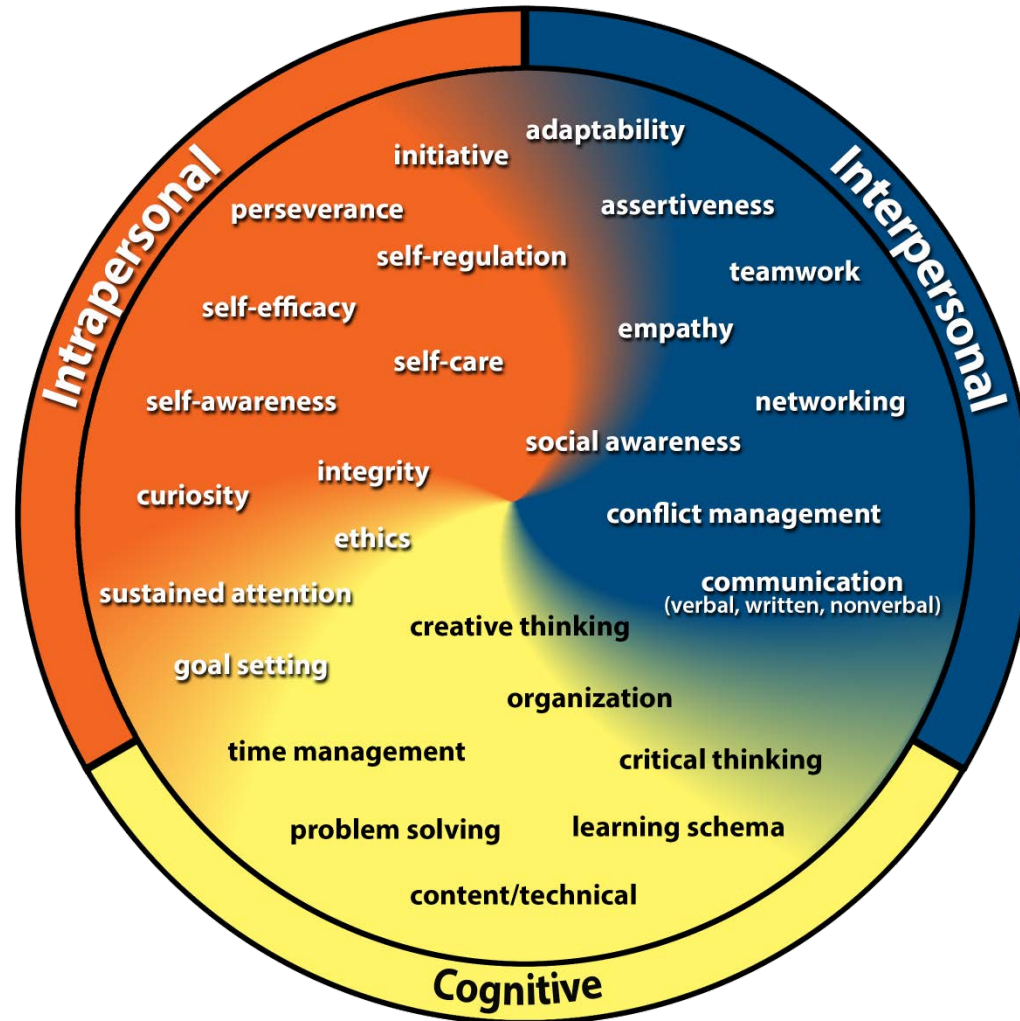
Early version of the *College & Career Competency Wheel*

Systematic Instruction & Application

- The competencies are not new.
- Educators are already supporting students to learn many of the competencies.
- School initiatives support development of many of the competencies.

The Challenge: Systematically providing instruction and application of the competencies for all students, focusing on the aspects that current research has identified as most important.

College & Career Competency Wheel



© 2013 Amy Gaumer Erickson and Patricia Noonan

Intrapersonal or Interpersonal

- **Intrapersonal:**

- Exists within one's self
- Self-talk
- Self-reflection
- In touch with who you are.
- In touch with your needs.

- **Interpersonal:**

- Relationships, communication or interaction between people.
- Involving or occurring among several people.
- Understanding others.

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 and engagement. • 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>(Brewer, 2000; Chang, Wu, Weng, & Sung, 2012; English & Sriraman, 2010; 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; Eskreis-Winkler, Shulman, Beal, & Duckworth, 2014; Nota, Soresi, & Zimmerman, 2004; Ursache, Blair, & Raver, 2012).</p>

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.

Helping students become socially engaged, career-equipped, lifelong learners

WHAT?

Student Competencies

- Intrapersonal
- Interpersonal
- Cognitive

HOW?

Implementation Elements

- Multi-tier Instruction and Interventions *(Tier 1, all students focus)*
- Data-based Decision Making
- Effective Collaboration

Successful
Adult Outcomes

WHY?

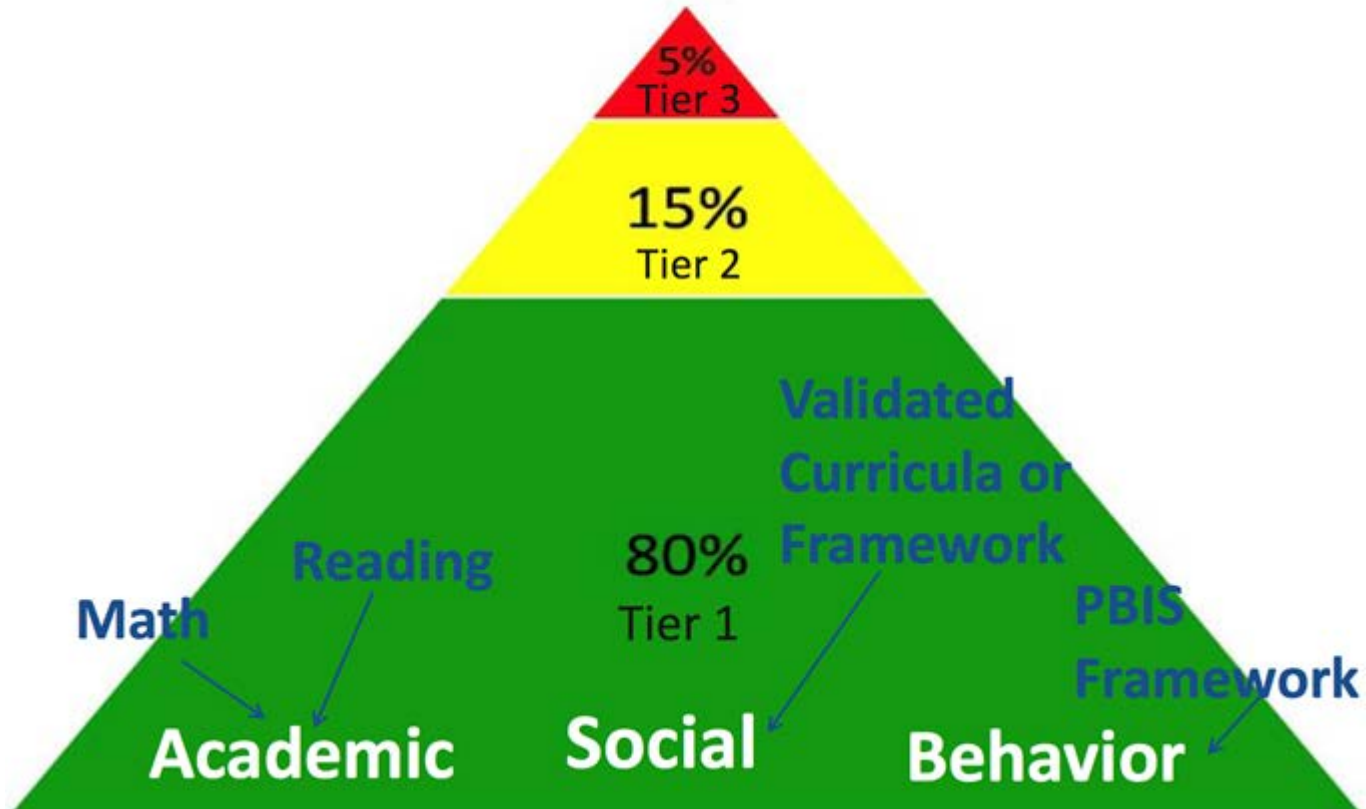
All students begin the path to post-school success as:

- Socially Engaged
- Career-equipped
- Lifelong Learners

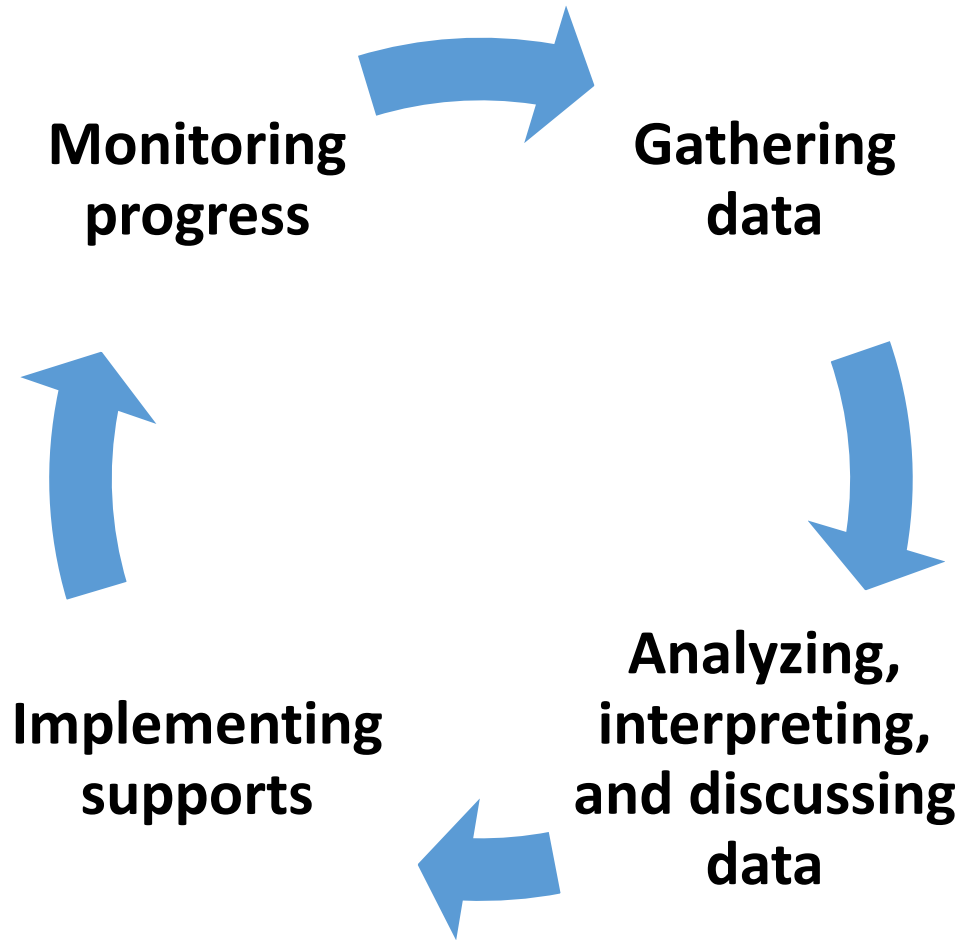


Resources.CCCFramework.org

Integrated MTSS



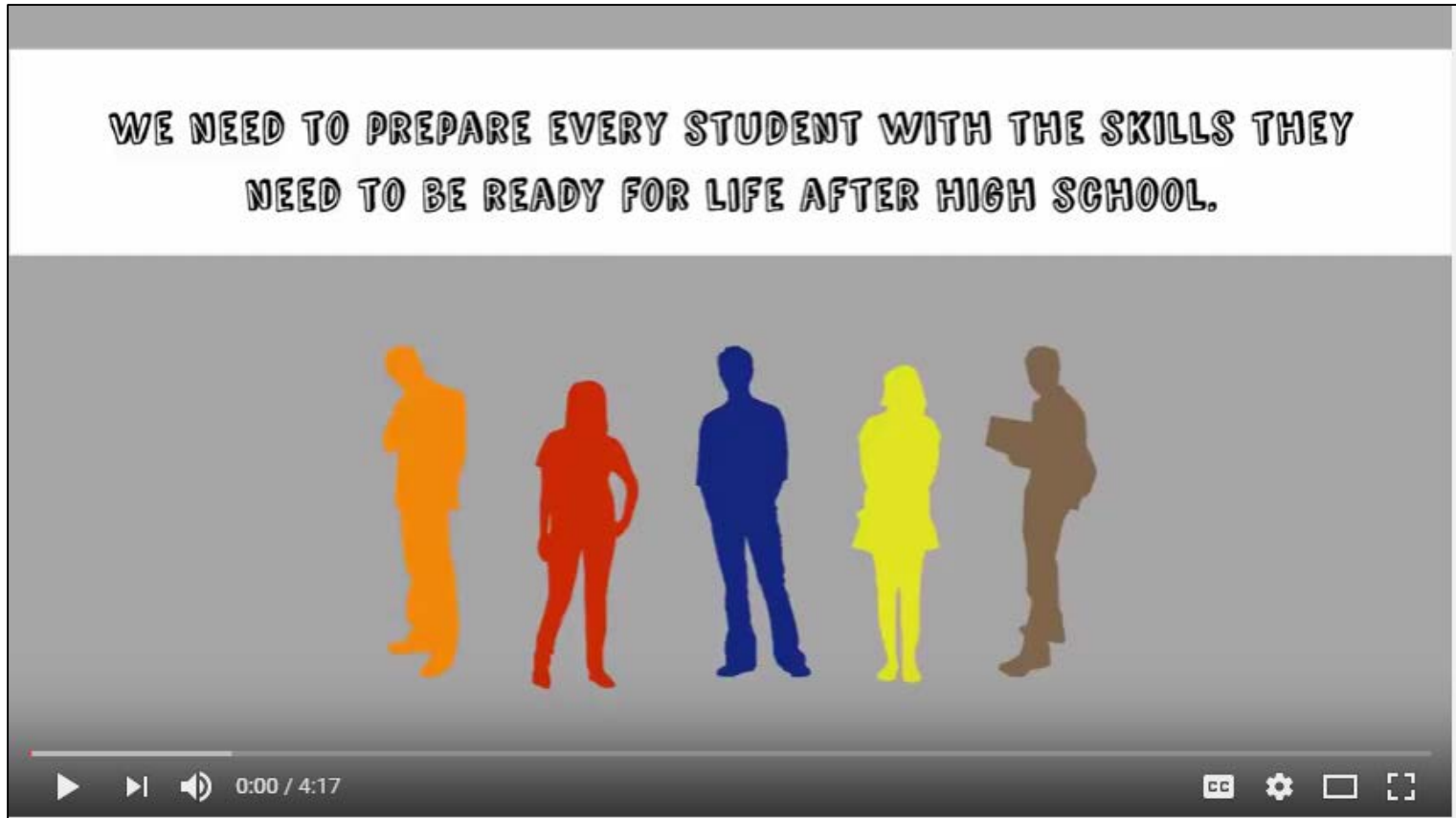
Data-Based Decision Making



Collaboration



CCC Framework Video



www.CCCFramework.org

Can the competencies be taught?

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

(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).

Essential Components

- Essential components “**make up**” the competency.
- **Competencies are complex.**
For example, self-regulation is more than just walking through the halls behaving appropriately.
- **Teach the essential components and use the essential components to shape your instruction.**
For example, teach the 4 components of self-regulation (plan, monitor, control, and reflect), and when introducing new learning content help students find it meaningful by creating activities that will help them see personal progress and support them to reflect on the learning and progress toward goals.
- Essential components **provide a checklist** (learning schema) **for our brains.**

Top 10 Student Outcomes

Identified by teachers who taught **self-regulation**

1. Improved student responsibility
2. Improved ability to set realistic goals, monitor progress, and evaluate results
3. Improved understanding of relationship between specific actions and progress
4. Increased sense of control and awareness of their academics
5. Improved academic achievement
6. Increased reflection on successes and areas for improvement
7. Improved homework completion
8. Improved time management / organization
9. Improved social interactions
10. Increased engagement in course content

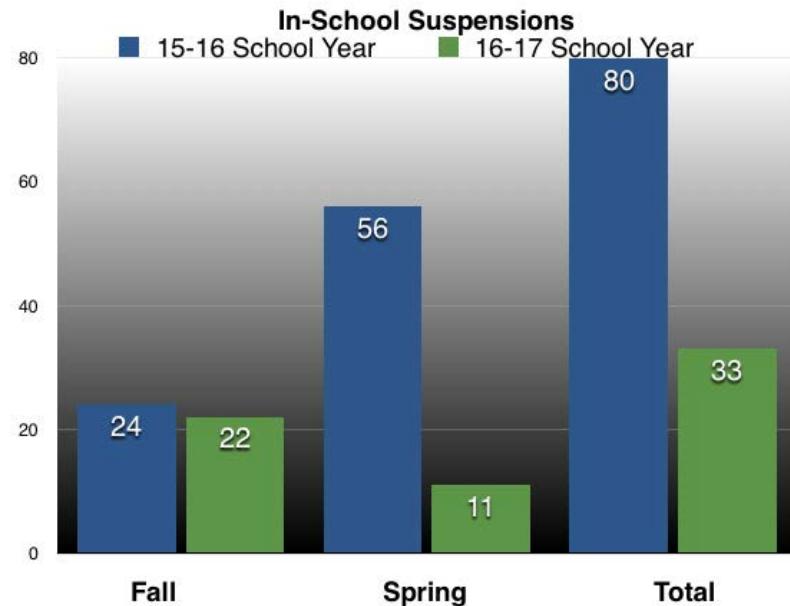
Course-Specific Outcomes

Identified by teachers who taught **self-regulation**

- **Science:** 98% of 8th graders earned a B or higher on a project; students improve test scores; students who missed class integrated back in better
- **Language Arts:** Students increased engagement, wrote higher quality sentences, turned in more work on time, willfully revised writing; they felt more confident and less stressed about completing a final essay
- **Art:** Quality of work, grades, and engagement in course content improved
- **Math:** Grades improved; students were able to accurately predict how long assignments would take to complete; independence increased
- **Social Studies:** Test scores improved; more students turned in projects on time; students better understood historical events
- **Physical Education:** Students became more proactive and improved self-confidence; increase in engagement and decrease in unsafe behaviors
- **World Language:** 90% of students earned a C+ or higher on the final exam
- **Special Education:** Students' organization and time on task improved; 50% of students with behavior disorders dramatically decreased their use of the F-bomb

Short-Term School Outcomes

- **School-wide:** 50% reduction in office disciplinary referrals and suspensions in one semester (Spring 2017)
- **Career and Academic Planning:** 60% of students improved their grades within two weeks with all students becoming more aware of their grades and actions they could take to improve



- **Counseling:** Student conversations became more focused around steps they could take to improve; students analyzed the impact of personal behaviors

Implementation Issues

- Competency development isn't absorbed; **it's learned.**
- Like learning anything else, it takes **practice over time.**
- While relatively simple to define, competencies are **complex** to teach and learn.
- Competencies are addressed in school, but not typically in a **systematic way** for all students.

Check for Understanding

In groups of 4, the person who was born the furthest away from the training location.

1. Explain the *College & Career Competency Framework* pretending you are talking with an acquaintance at the grocery store (i.e., 30-second commercial).

Group provides feedback by relating key points that were heard, and suggests 1-2 additional points.

Moving from Skill to Competency

College & Career Competency Development

Acquisition of Skill

Fluency of Skill

Generalization of Skill

Competency

Instruction

Guided Practice

Facilitated Practice

Independent Practice with Feedback

Independent Life, College & Career Practice

1 Provide instruction that facilitates **students' understanding** of the competency and components.

2 Guide students to determine how the competency **applies to them personally**. (e.g., in school, relationships, career, college)

3 Facilitate **students' reflection** on their strengths and challenges related to the competency components.

4 **Students practice** the competency, including each component, over time.

5 Provide **feedback to students** throughout their practice of the competency components.

6 Facilitate **students' reflection** on their development of competency components.

Instructional Process

- Identify and explore a competency & essential components.
- Develop a 2-3 week instructional plan to embed competency instruction into course content.
- Implement competency instruction, including ongoing practice for all the components.
- Analyze impact. Reflect, refine, and extend competency instruction.
- Reinforce the competency across multiple settings.

Instructional Criteria

Provide instruction to facilitate students' understanding of the competency and components.

Guide students to determine how the competency applies to them personally (e.g., in school, relationships, career, college).

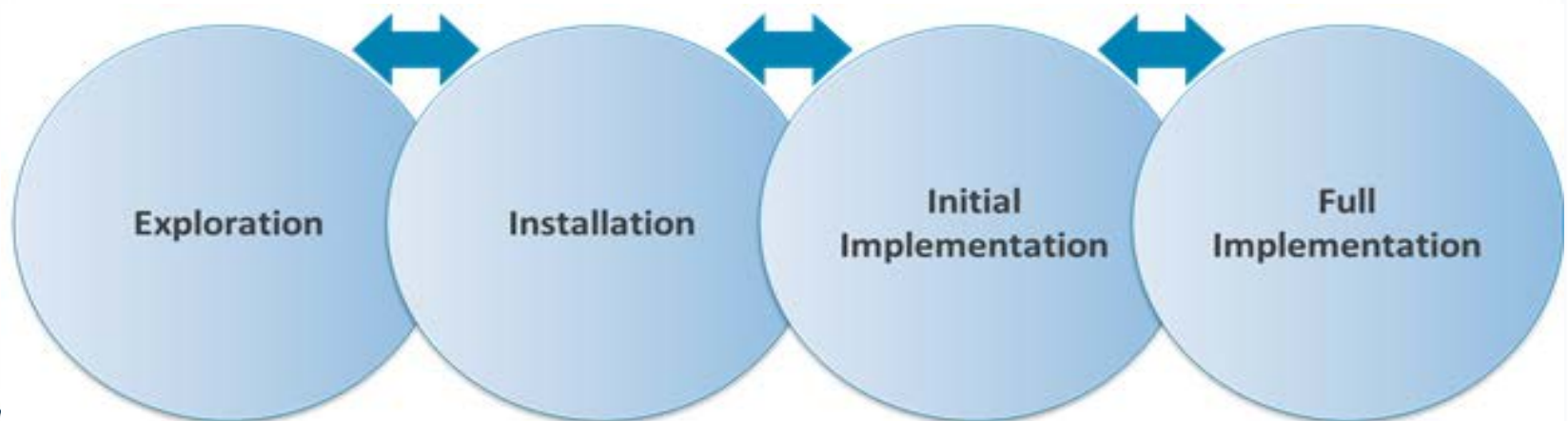
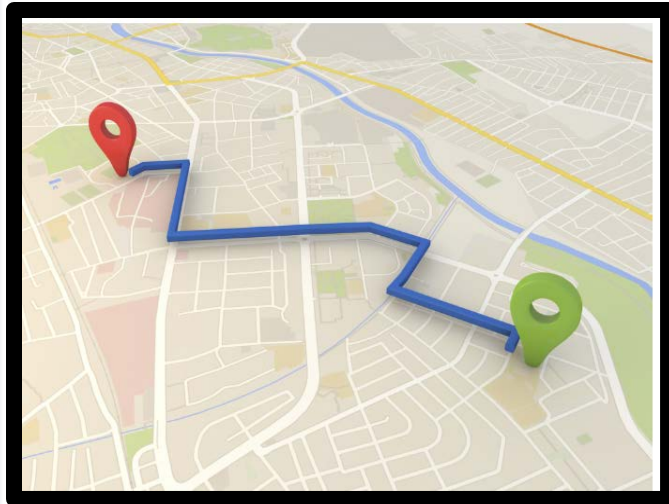
Facilitate students' reflection on their strengths and challenges related to the competency components.

Have students practice the competency, including each component, over time.

Provide feedback to students throughout their practice of the competency components.

Facilitate students' reflection on their development of competency components.

The Roadmap: A Navigation Guide for College & Career Competency Framework Implementation



CCC Framework Implementation Roadmap: Exploration

College and Career Competency Implementation Roadmap

School/District: _____ Date: _____

Instructions: Working as a school leadership team, rate each feature according to its level of implementation & effectiveness. You will use the results of this tool as your team's discussion and action planning. For each row, come to agreement and place a checkmark in the box that best describes the status.

Exploration Stage

Exploration Stage: The *Exploration Stage* is a critical starting place for adoption of any initiative. Taking the time for exploration saves time and money (Romney, Israel, & Zlatevski, 2015) and improves the chances for success (Saldana, Chamberlain, Wang, & Brown, 2012; Slavin et al., 2010). For the implementation of college and career competencies, the *Exploration Stage* ensures that the team understands the core features of the *College and Career Competency Framework*.

Feature	Yes, everyone and effectively	Yes, most people and/or somewhat effectively	Yes, but in limited capacity	Not yet, but we are working towards this	No, this is not part of our focus
Core team members and other key staff (e.g., administrators) involved in school-wide planning can each do the following:					
1. Describe the purpose of the <i>College and Career Competency Framework</i> .					
2. Differentiate between intrapersonal, interpersonal, and cognitive domains.					
3. Explain how competencies (e.g., self-regulation, goal setting, conflict management) can be taught across time as part of the general education curriculum.					
4. Describe how competencies can be applied and reinforced across school contexts (e.g., in office, extracurricular activities, electives).					
5. Articulate how competency instruction fits within or dovetails with our current initiatives and/or priorities.					
6. Describe how the competencies and framework are grounded in research and evidence.					

CCC Framework Implementation Roadmap: Installation

Installation Stage

Installation Stage: The function of the *Installation Stage* is to understand the important concepts, content, and scope of the work and prepare for it being implemented more widely. Selecting staff, identifying sources for training and coaching, providing initial training for staff, establishing performance assessment (fidelity) tools, and assuring access to materials and equipment are among the aspects that need to be in place before the work can be done effectively (Fixsen, Naoom, Blase, & Friedman, 2005; Saldana et al., 2012). For the implementation of the College and Career Competency (CCC) Framework, the *Installation Stage* includes the training of core team members to implement CCC instructional practices and use data to refine CCC instruction.

Feature	Yes, everyone and effectively	Yes, most people and/or somewhat effectively	Yes, but in limited capacity	Not yet, but we are working towards this	No, this is not part of our focus
As a <u>core team</u> , we have:					
7. Included an administrator, counselor, general and special education teachers, and other important roles on the team.					
8. A deep understanding of the CCC Framework (e.g., implementation elements) and specific competencies (e.g., essential components and instructional practices).					
9. Committed to implementing college and career competencies school-wide across multiple years.					
10. Been supported by district leadership to collaboratively learn and implement college and career competency instruction.					
11. Met regularly and demonstrated high levels of collaboration around implementation of the CCC Framework.					
12. Disseminated information about the <i>College and Career Competency Framework</i> to extended school staff in order to build awareness and promote exploration.					

CCC Framework Implementation Roadmap: Installation (School Example)

Feature	Yes, everyone and effectively	Yes, most people and/or somewhat effectively	Yes, but in limited capacity	Not yet, but we are working towards this	No, this is not part of our focus
13. Individually described the definition, components, and sample instructional practices.	Goal Setting	Self-Efficacy	Self-Regulation		
14. Individually provided initial instruction (i.e., I DO) on all essential components.	Goal Setting	Self-Efficacy	Self-Regulation		
15. Across time, individually provided practice with feedback (i.e., WE DO, YOU DO) on all of the components of the competency.	Goal Setting	Self-Efficacy	Self-Regulation		
16. Across time, individually reinforced all of the components of the competency.	Goal Setting	Self-Efficacy	Self-Regulation		
17. Administered a formative assessment to determine components to re-teach or provide continued practice.	Goal Setting Self-Regulation			Self-Efficacy	
18. Helped students understand and reflect on their formative assessment results.		Goal Setting	Self-Regulation	Self-Efficacy	
19. Analyzed other student data sources in addition to the formative assessment to determine the impact of instruction.	Goal Setting	Self-Regulation		Self-Efficacy	
20. Reviewed data as a team and used it to modify/expand instruction.	Goal Setting	Self-Regulation		Self-Efficacy	

CCC Framework Implementation Roadmap: Initial Implementation & Full Implementation

• Stage Three: Initial Implementation

Initial Implementation Stage: *Initial Implementation* is when the innovation is first being used as intended. During this stage, educators are attempting to use newly learned skills in the context of a school that is just learning how to change to accommodate and support the new ways of work. For the implementation of the College and Career Competency (CCC) Framework, the *Initial Implementation Stage* includes teaching/reinforcing one or more competencies across a grade or content area, which includes training staff, implementing instructional practices, and making data-based decisions.

Feature

As a core team, we have:

21. Facilitated exploration of the *CCC Framework* and the selected competencies with an expanded implementation team (e.g., grade level, content area department).
22. Facilitated development of a shared vision and buy-in for teaching and reinforcing the selected competency/competencies with an expanded implementation team (e.g., grade level, content area department).
23. Trained and coached all teachers providing competency instruction on how to infuse selected competencies into their curriculum.
24. Been supported by district/building leadership with resources such as time for professional development and collaborative meetings.
25. Celebrated successes and shared accomplishments with district leadership and stakeholders (e.g., community, families, students).

• Stage Four: Full Implementation

Full Implementation Stage: *Full Implementation* is reached when educators are using an effective innovation with fidelity. In the *Full Implementation Stage*, the innovation becomes the standard way of work, embedded into the culture of the school. Teachers and administrators come and go and each new person develops the skills to effectively carry out the innovation and its implementation supports.

Feature

School-wide, all instructional staff and other key staff have:

35. Completed *Exploration Stage of College and Career Competency Framework*.
36. Individually described the definition, components, and sample instructional practices for foundational competencies.
37. Regularly reinforced the selected foundational competencies (including all components) as part of business as usual.
38. An understanding of how to develop, implement, and measure competency instruction.
39. Collected, analyzed, and shared data related to competencies widely for all students, making decisions based on the data.
40. Engaged family members and involved community members in building college and career competencies.
41. Engaged families in data-based discussions of their students' college and career readiness (i.e., proficiency in the competencies).
42. Developed a system to train and coach new staff on the implementation of the *CCC Framework* and selected foundational competencies.
43. Participated in ongoing professional development and coaching to maintain and enhance practices in developing competencies.

Competency-Specific Resources

Updated: 2015

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; Schunk & Pajares, 2001).

Essential Components for Students:

1. Self-efficacy increases with the belief that ability can grow with effort.
2. Believe in your ability to meet specific goals and/or expectations.

Research:

skills, rigorous course selection, challenging career choices, and exceptional athletic performance across age levels (Britner & Pajares, 2006; Schunk, 1991).

- Success in performing tasks increases self-efficacy, and failure lowers it; however, once strong self-

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 careers. There are no right or wrong answers!

Questionnaires

3. I believe I do something fun.	Consider all the things that I need to get done.	<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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
11. Daily, I identify things I need to get done and track what gets done.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I often lose track of time.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have trouble remembering all the things I need to accomplish.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I do what it takes to get my homework done on time.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I make choices to help me succeed, even when they aren't the most fun right now.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. As soon as I see things aren't going right, I want to do something about it.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I keep trying as many different possibilities as necessary to succeed.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. When I want something expensive, I cut down on buying small things to save money for it.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conflict Management

Know your usual response to conflict

Know the reasons for the conflict

Take steps to manage the conflict

Posters

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Padlets

Introduction to Conflict Management Video
Conflict Management helps students make the right choices in conflict situations.

Essential Components of Conflict Management

Tackle Conflict in Any Setting
Retrieved from <https://online.creighton.edu/mncmr/masters-in-negotiation-and-conflict-resolution/tackle-conflict-in-any-setting>

Styles of Conflict Management
A graph showing styles: COMPETITION (WIN-YOU-LOSE), COLLABORATION (WIN-WIN), COMPROMISE (SOMEONE'S WIN), and AVOIDANCE (NO ONE'S WIN).

Examples of Effectively Applying Conflict Management Strategies
Retrieved from <https://leadershipbasics101.files.wordpress.com/2011/03/conflicttable1.jpg>

Robin Williams and the Two-Headed Monster Demonstrate the Word "Conflict"
EBS

Conflict Resolution Skills Ladder

Circle of Viewpoints
A routine for exploring diverse perspectives; include in "Teaching the Art of Civil Dialogue"

Visible Thinking
Purpose: What kind of thinking does this routine encourage?
VISIBLETHINKING

DOUBLE CLICK OR DRAG A FILE ANYWHERE TO POST SOMETHING.

10 Ways To Prepare Your Teens for College and Work: A Guide for Families

10 Ways to Prepare Your Teens for College and Work A GUIDE FOR FAMILIES

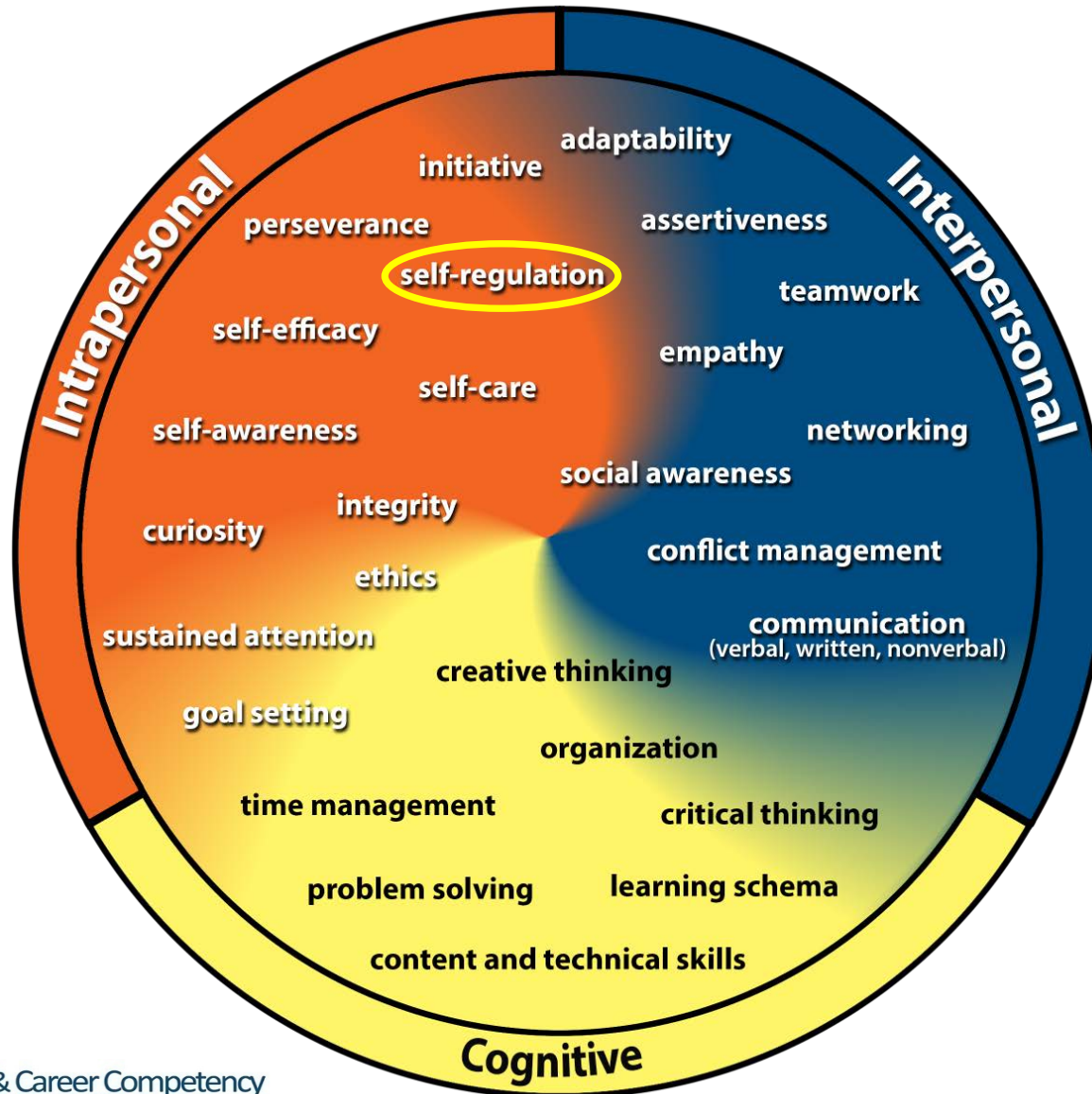
To develop college and career competencies, teens need to practice them at home. Schools and families can partner to teach, practice, and reinforce college and career competencies at school, at home, and in the community. The following is a list of strategies that can be practiced at home in order to develop college and career competencies in your teen:

- 1 Ask your teen to predict his or her grade on several exams. Then discuss with your teen the actual grade vs. the predicted grade. Discuss why the prediction was successful or not successful. If your teen predicts a bad grade (e.g., "I'll be lucky if I get a C on..."), ask why he or she thinks that. For an upcoming project or test, ask the teen what success would look like. This helps build *self-awareness* and *self-efficacy* (i.e., belief in your ability to achieve goals and meet expectations).
- 2 When your teen needs your help with issues like a broken phone, car repair, or navigating a purchase, let him or her take the lead and attempt to solve issues with as little support from you as possible. Encourage researching issues online, asking for help, using active listening skills, and expressing questions and concerns throughout the process. Provide feedback on observed strengths and let him or her make mistakes as s/he attempts to solve the issue. This builds *problem solving* and *assertiveness*.
- 3 Explain to your teen that intelligence is not fixed, but can be grown with persistence. If your teen tells you that he or she can't do something or isn't good at it (e.g., "I will never be good at math"), ask why s/he thinks that. Talk about the brain as a muscle that grows stronger with exercise. Don't reinforce this self-concept with statements like, "I know, I was never good at math" or "our family is good at a lot of things but math isn't one of them." Reinforcing the concept that ability can grow builds *self-efficacy*, which helps the teen take on and master challenges.
- 4 Ask what your teen's top goals are for the quarter, the summer, or a class. The goal could be getting a position on a sports team, getting a role in a play, or getting a part-time job. Ask your teen what s/he thinks the biggest hurdle will be to achieving the goal. Brainstorm with your teen ways to address any hurdles. This helps ensure that *goals* are teen-centered, which makes it more likely that your teen will *persevere* in trying to accomplish them.
- 5 Don't admonish or criticize your teen if he or she isn't successful at accomplishing something. Instead, ask why s/he thinks s/he wasn't successful and what s/he would do differently. This helps reinforce *self-regulation* by getting your teen to reflect on why something didn't work and identify strategies that might work next time.
- 6 If your teen is complaining about conflict with a teacher, peer, or sibling, ask why s/he thinks the other person is acting the way that they are. Ask the teen how s/he reacted during the conflict, and what s/he wanted to get out of the exchange/situation. This reinforces *empathy* and *conflict management*.
- 7 When you hear your teen speak with others, point out examples of language and tone that may be acceptable in one setting, but not in another. Ask your teen to think about how the language or tone might have been received. How would he or she feel if someone talked to them that way? Then ask your teen to identify instances in which talking about a particular topic or using certain language might not be appropriate and why. This helps build *communication* and *empathy*.
- 8 Welcome opportunities for you and your teen to meet with educators. Support your teen so that he or she can express personal preferences, interests, and goals during the meeting by helping your teen draft a list of questions or thoughts. This will reinforce the competencies of *assertiveness* and *conflict management*.
- 9 If your teen has a job, ask your teen to look at the wheel to identify which competencies are most important for doing well at his or her job. Ask your teen to identify 1-2 areas for improvement and discuss. Suggest taking the competency wheel to the teen's supervisor and asking the supervisor to identify the three most important competencies for that job.
- 10 Attach a copy of the competency wheel to your fridge, and as you see your teen demonstrate an intra or interpersonal competency, give positive feedback by saying something like, "all the concepts on this wheel are skills that you will use in college or in a career - you just demonstrated this competency!" Give specific examples about how your teen's behavior illustrated the competency.



FREE College and Career Competency Resources
www.ResearchCollaboration.org/page/CCCFramework

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>

**save
money**



**eat
healthier**



**exercise
more**



**drink more
water**



Self-Regulation Jigsaw

- Lesson 1
- Lesson 2
- Lesson 3
- Lesson 4
- Lesson 5
- Lesson 6
- Lesson 7
- Lesson 8

Define Self-Regulation

Lesson 1

Lesson 1: Define Self-Regulation

Competency: Self-Regulation

Pre-Requisites: None

Learning Target: Students can describe self-regulation and give examples of what they might self-regulate and why it is important.

Materials: Self-Regulation Poster from www.CCCFramework.org.

Preparation: Write the self-regulation definition and examples from #2 on the board. Prepare to project student answers or write on board.

Procedures:

1. Define self-regulation. Write the term and definition on the board. As a group, ask students to explain what the words **proactive**, **self-directed**, **process**, and **attainment** mean. (**Proactive** – planned in advance; **self-directed** – you do it, not someone else; **process** – systematic series of actions; **attainment** – accomplishing something, meeting a goal.)

Self-regulation: A proactive self-directed process for attaining goals, learning skills, and accomplishing tasks.

Have students write a brief summary of the definition in their own words.

2. Share examples with students, asking them if it is an example of self-regulation and why or why not.

You realize that you forgot to study for your test so you cram five minutes before it starts (No, missing the proactive and process parts of the definition).

Self-regulation:

- A proactive self-directed process for attaining goals, learning skills, and accomplishing tasks.

Self-regulation? Yes or No

- 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 your finish it.

Brainstorm:

- In groups, list at least 10 things that students or adults often try to self-regulate.
- Identify three examples that students do fairly well.
- Identify three you wish students were better at self-regulating.

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



Scenarios:

- A student 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 the student need to address?
- A teen was written-up at work for not returning on time after a break. What might the person need to self-regulate? In other words, if the goal is to return from a break on time, what would he/she need to address?

Understand Your Ability to Self-Regulate

Lesson 2

Lesson 2: Understand Your Ability to Self-Regulate by Taking the Questionnaire

Competency: Self-Regulation

Pre-Requisites: Students understand the self-regulation components (i.e., plan, monitor, take control and make changes, and reflect).

Learning Target: Students can identify their strengths and challenges related to the self-regulation components.

Materials: Computer or tablet for each student

Preparation: You will need an account on <http://researchcollaborationsurveys.org/>. Your school may set up a single account for all teachers to use. Follow the directions on the website to launch the *Self-Regulation Questionnaire*. You will need to note the survey link and code for students to access the questionnaire.

Survey Link: <http://is.gd/rcsurveys>

Code:

Procedures:

1. Explain to students that they will each be taking the *Self-Regulation Questionnaire* to better understand how well they self-regulate right now. This survey will not be used as a grade, but you want them to be reflective and honest because they are going to use the information to think about their strengths. For example, some students may already be good at **planning** to accomplish a task, but may have trouble **monitoring** how well they are accomplishing the necessary steps. Some students might get derailed when things go wrong and struggle to get back on track. Explain that we all have goals that require continual regulation (e.g., getting work done, healthy eating, working out, saving money).

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 Student Formative Questionnaire

Individually, complete the *Self-Regulation Questionnaire*. Stay on Summary page.

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

Code: **9-1586**

Student Number: type anything

Hard copy included in the packet.

Launch assessments by creating a free account at <http://www.researchcollaborationsurveys.org>

Results Reflection:

- What is your Highest Component?
 - Why do you think this is?
- What is your Lowest Component?
 - What actions might you take that would improve this component?

Make a Plan

Lesson 3

Lesson 3: Make a Plan

Competency: Self-Regulation

Pre-Requisites: Students understand what self-regulation is (definition).

Learning Target: Students understand Self-Regulation Component 1: Make a Plan and can create a self-regulation plan as a group.

Materials: Self-Regulation Poster from www.CCCFramework.org.

Preparation: Identify a complete student example for #3. Prepare to project from computer or write on the board.

Procedures:

1. Briefly review the four key components of this intrapersonal (meaning an ability within oneself) competency. The four self-regulation components are making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Students could choral read the components from the Self-Regulation Poster.
2. Ask students to share a few reasons why self-regulation is important. Reiterate that being able to do all four components will lead to better attainment of goals (e.g., buying a car, finding and keeping a nice apartment, getting into medical school, being promoted in your job).
3. Provide a complete example of a student encountering a challenge and then self-regulating his or her behavior to address the challenge. Point out how each component is addressed along the way. Explain why all four components are necessary.

Frank wants to save money for an Xbox.

- Works 15 hours per week making \$8/hour
- Spends all of his money going out to each with friends
- What are steps that Frank could take or things he could do to save his money? Note, steps need to be actions, not “not doing” something. If he stops spending his money on food, how will he see friends and eat socially? This should all be part of the plan.
- What could go wrong, and what could Frank do to prevent this?
- Realistically, how long should it take Frank to save enough for an Xbox?

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?

- Steps to reaching a goal
- Timeline
- To-do list
- Think aloud
- Identifying triggers and response options
- List strategies to maintain focus/remove distractions
- Contingency plan
- Accountability to a friend

Brainstorm: Notes Page In Packet

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?

Practice Making a Plan

Lesson 4

Lesson 4: Practice Making a Plan

Competency: Self-Regulation

Pre-Requisites: Students understand Self-Regulation Component 1: Make a Plan.

Learning Target: Students can identify an area for self-regulation and create a plan.

Materials: Paper and pen or tablet/computer

Procedures:

1. Review the four self-regulation components: Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked.
2. Ask students to generate one idea of something their parents try to self-regulate (e.g., getting to work on time, exercising, healthy eating, saving money). Pick one example generated by the class and briefly describe a complete example of how each component could be addressed. Reiterate how all four components are necessary. Explain that the ability to self-regulate is key to success in school and adult life (e.g. careers, higher education, military).
3. **Component 1: Make a Plan** - Remind students that the first step in self-regulation is coming up with a good plan that will work for you. Remember, *self* means that the person has to regulate. Teachers and parents can provide support and help with the learning process, but ultimately self-regulation is a personal process/ability. Without a good plan, we often cannot accomplish our goals.
4. Have each student individually make a plan. Note: students are going to practice writing good plans; they don't actually have to enact their plans. Have students choose something that is important to them (e.g., getting a driver's license, getting to school or work on-time, writing better essays, fitness goals, handling stress). If a student is struggling to choose something to

What would you like to accomplish in the next month?

- It must be important to you and doable with a set of actions/steps.
- Avoid picking something that is out of your control (e.g., get a job) and instead pick something that you can control (e.g., apply for several jobs).
- Identify the steps, strategies, and actions that you need to take to accomplish the goal. Be as specific as possible, jotting down each step.
- Share with a partner. Brainstorm barriers. Determine contingency plans.

Monitor Your Plan

Lesson 5

Lesson 5: Monitor Your Plan

Competency: Self-Regulation

Pre-Requisites: Students understand Self-Regulation Component 1: Make a Plan

Learning Target: Students can identify a variety of ways to monitor a plan.

Materials: Paper and pen; Self-Regulation Poster from www.CCCFramework.org.

Preparation: Write definition of monitor and statement from #3 on board.

Procedures:

1. Review the four self-regulation components: Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Show the Self-Regulation Poster and review each component as a large group. Reiterate how all four components are necessary. Remind students that while they might have people (such as teachers, parents, coaches, or siblings) who prompt them to monitor their plan now, in the future, *they* will be solely responsible for this.
2. **Component 2: Monitor Your Plan.** Remember, *self* means the person has to regulate. Teachers and parents can provide support and help with the learning process, but ultimately self-regulation is a personal process/ability.
3. Define the word **Monitor: observe and check the progress or quality of (something) over a period of time; keep under systematic review.** As a large group, ask students to generate a large list of things that they currently monitor (e.g., grades, homework submission, project completion, performance in sports, progress in music, growth in an ability to do something).

Ask students to consider this statement: "If we make a plan but don't monitor how we are progressing in that plan, it probably won't be accomplished." Do they agree or disagree? Have students discuss with a peer and then as a large group.

Monitor: observe and check the progress or quality of (something) over a period of time; keep under systematic review.

How could you monitor the following?

- Completing steps to submit a quality three-week science project.
- Getting to work on time, even though your boss keeps changing your hours.
- Saving 50% of your paycheck each week.
- Reading a 200-page book in the next two weeks.
- Keeping your room organized.

Monitor: 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

Challenging learning task:

Effort

I tried very hard and kept a growth mindset. My effort is helping me learn.

I tried hard and kept a growth mindset, but distractions sometimes got in the way. I will work to maintain my focus.

I tried even when I got frustrated, but there is more that I could do. I will work to keep a growth mindset and focus my efforts.

I tried, but got frustrated and gave up quickly. I will focus on how mistakes are part of learning.

I didn't really try to learn. I will put in more effort.



Learning

I know this so well that I could explain it to others.

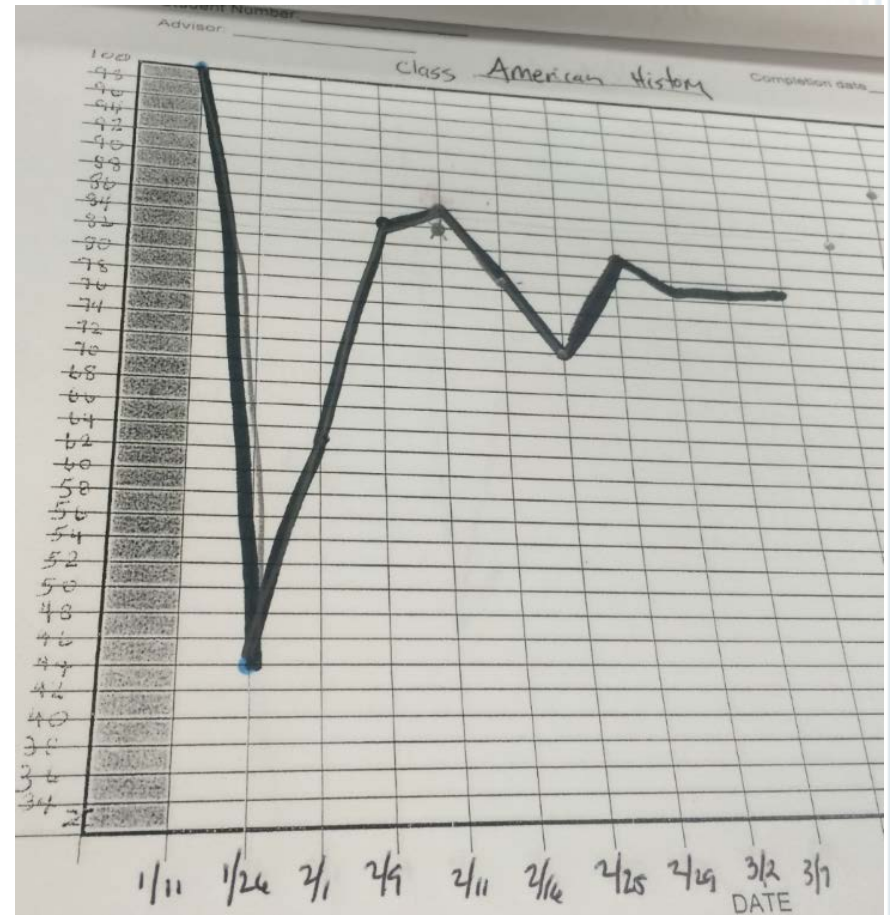
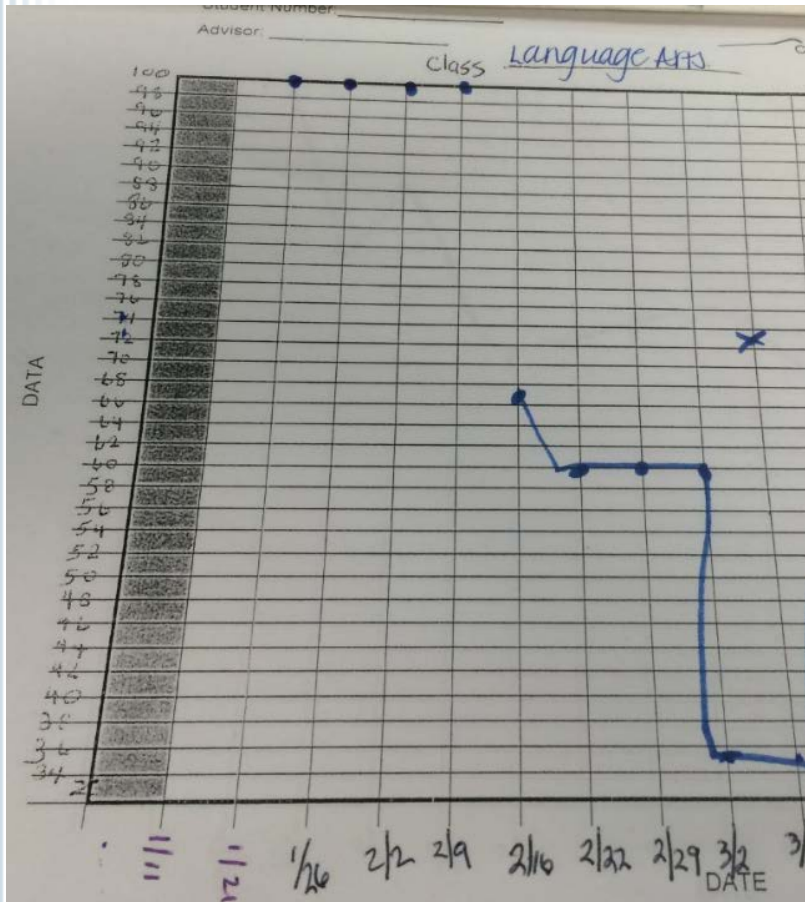
I can get the right answer, but I don't know it well enough to explain it to others yet.

I understand most of this, but I have more to learn.

I understand some of this, but I have a lot more to learn.

I do not understand this yet.

A Cautionary Tale



Make Changes

Lesson 6

Lesson 6: Make Changes

Competency: Self-Regulation

Pre-Requisites: Students understand Self-Regulation Components 1: Make a Plan and 2: Monitor

Learning Target: Students can identify strategies to make changes when they get derailed.

Materials: Self-Regulation Poster from www.CCCFramework.org. Print quote list under #3 and cut into strips (one per small group). Prepare to project student answers or write on board.

Procedures:

1. Review the self-regulation components: Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Show students the Self-Regulation Poster, and review each component as a large group. Reiterate how all four components are necessary.
2. **Component 3: Take Control and Make Changes.** Remind students that *self* means that the person has to regulate. Teachers and parents can provide support and help with the learning process, but ultimately self-regulation is a personal process/ability. Also remind students that, when things go wrong, sometimes we give up and fail to accomplish our tasks or goals because we struggled to get back on track. If you consider in advance what is likely to knock you off track, you can then plan for it to minimize the risk of faltering in the first place. If something unforeseen happens, think about it, talk to others, and find information to help you address challenges, modify your plan if necessary, and continue your efforts.
3. Choose a quote or song lyrics about overcoming obstacles for students to discuss. Multiple quotes can be used for students to discuss in small groups. A few examples are provided here:

Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it. Michael Jordan

A big test is coming up and you plan to study for 30 minutes each evening. What could get in your way of studying?

- Identify potential barriers
- Write If/Then statements for each barrier

Take Control & Make Changes: 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? What can I do if I get derailed?” How can we, as teachers, help students control and adjust their plans?

- During planning, identify a contingency plan
 - If/Then statements
 - Brainstorm barriers and solutions
- Identify changes when necessary
 - Self-identify rewards for getting back on track (if I do all of my homework, I can watch the new episode of my favorite show)
 - Ask for input from a teacher or peer
- Discuss changes to plan
 - Brainstorm support options (building capacity/modifying environment)

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

Homework Completion Task Analysis

- Teacher assigns work.
- Student records assignment (accurately and in detail).
- Student gathers all needed materials and takes them home.
- Student plans homework and study time.
- Student manages after-school time effectively.
- Student gets out needed supplies.
- Student physically does the homework.
- Student checks the homework for accuracy.
- Student gets homework together and takes it back to school.
- Student turns in assignment.

Available on the Padlet via:
[Resources.CCCFramework.org](https://resources.cccframework.org)

Practice

Roles: Teacher/Student

Teacher: Ask questions to determine where the student got derailed & could adjust homework plan

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?

Reflect

Lesson 7

Lesson 7: Reflect

Competency: Self-Regulation

Pre-Requisites: Students understand Self-Regulation Components 1: Make a Plan, 2: Monitor, and 3: Take Control and Make Changes.

Learning Target: Students reflect on accomplishments and how self-regulation has benefited them.

Materials: Self-Regulation Poster

Preparation: Paper, tablet or computer for paragraph writing

Procedures:

1. Review the four self-regulation components: Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Show the Self-Regulation Poster, and review each component as a class. Reiterate how all four components are necessary. Remind students that while they might have people (such as teachers, parents, coaches, or siblings) who prompt them about monitoring their plan right now, in the future, *they* will be solely responsible for this.
2. **Component 4: Reflection.** Describe reflection and why it is important. Are students asking themselves, “Did I complete all of the steps to accomplishing my plan? What worked best for me?” There are lots of ways to help ourselves think about the steps we have accomplished and reflect on what worked or didn’t work well, such as journal writing, talking about it with a trusted adult or friend, thinking about what you would do differently in the future, and comparing the outcome to previous outcomes. The key is that we take time to think about the other three components and learn from the experience so that we don’t make the same mistakes over and over.
3. Have students individually identify an accomplishment or difficult task that they’ve achieved. Examples include working hard on a project and learning the content, practicing and learning

Reflect on a past goal or accomplishment

- What steps did you take?
- What worked best?
- What would you do differently in the future?



Reflect: Are students asking themselves, “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 (e.g., essays, readiness for test)
- Exam Wrapper
- High/Low statement
- Student-led conference
- Screencasting

Find Missing Components

Lesson 8

Lesson 8: Find Missing Components

Competency: Self-Regulation

Pre-Requisites: Students understand the four self-regulation components.

Learning Target: Students can identify when the components are missing from a scenario and identify strategies to address the missing component(s).

Materials: Self-Regulation Poster, handout

Preparation: Print handout self-regulation results and scenarios

Procedures:

1. Review the four self-regulation components: Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked [Show Poster]. Ask students how each of the following self-regulation results could help them in their current and future life. Write these out in two columns.

Ability to:	Current life	Future life
control my temper (self-regulate my anger responses)		
regulate my drinking and eating		
plan and work through a long-term assignment		
be on time		
meet a deadline		

2. For each of the following scenarios, have students partner up and identify the degree to which each of the four self-regulation components are addressed. Then have students brainstorm and

Goal: Mary really wants to improve her grade in American History.

Per Mary, “I need to improve my grade in American History. Here is my plan: I’ll figure out if I have any missing assignments, turn in missing assignments, and then get a good grade on next Monday’s test.” Mary wrote down all of her missing assignments and then crossed each assignment off the list after she completed it. On the following Tuesday, Mary reflected that she turned in her missing assignments, but she received a poor grade on Monday’s test. She isn’t sure where she went wrong.

	Plan	Monitor	Control & Make Changes	Reflect
On a scale from 1 (low) to 5 (high), how well did Mary address each component?				
What is one idea for how each component could be stronger?				

Practice Self-Regulation

Lesson 9

Lesson 9: Practice Self-Regulation

Competency: Self-Regulation

Pre-Requisites: Instruction and practice in self-regulation definition and all four components.

Learning Target: Students will practice all four components of self-regulation in an abbreviated format.

Materials: Audio of a mindfulness exercise, blank paper, pen/pencil, Self-Regulation Poster.

Preparation: Pre-load/stream video on computer

Procedures:

1. Tell students “to start today’s class, we are going to practice mindfulness for a few minutes.” Don’t provide an explanation. Play a mindfulness/meditation audio or video, such as <https://www.youtube.com/watch?v=vLhOGEnEedk> or “Three minute breathing” downloadable at <http://www.freemindfulness.org/download>.

At the end of the mindfulness exercise, ask students how they did in relaxing and clearing their minds. Did they manage to focus on their breathing, let go of stress, and not think about or communicate with others? Have students rate their success from 0 (low) to 5 (high) by holding up the number of fingers that represents their success.

2. Explain to students that regularly practicing mindfulness has been shown to help students reduce stress and anxiety, improve concentration, stay calm in tense situations, and increase empathy. Research has even found an increase in grades and test scores. [As the teacher, if you

Mindfulness Self-Regulation Practice

Mindfulness audio or video:

- <https://www.youtube.com/watch?v=vLhOGEEnEedk> or <http://www.freemindfulness.org/download>.
- Did you manage to focus on your breathing, let go of stress, and not think about or communicate with others? Rate success from 0 (low) to 5 (high).

Plan: What do you need to do to be more successful in the next mindfulness exercise.

Take Control & Make Changes: What are possible distractions? How can you avoid these distractions? How will you regain focus if these distractions occur?

Monitor: How will you know if you've improved your ability to focus on breathing and let go of thoughts?

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

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

Essay-Writing Example

- 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?

Post-Test

<https://www.surveymonkey.com/r/SRtexas>

Instructional Criteria

1. Provide instruction that facilitates students' understanding of the competency and components.
2. Guide students to determine how the competency applies to them personally (e.g., in school, relationships, career, college).
3. Facilitate students' reflection on their strengths and challenges related to the competency components.
4. Have students practice the competency, including each component, over time.
5. Provide feedback to students throughout their practice of the competency components.
6. Facilitate students' reflection on their development of competency components.

Sample Instructional Plans

- Academic Success
- Studying
- Project
- Social Studies
- Newspaper
- Math

Sample Instructional Plan

- Choose one instructional plan related to your content or role.
- Read and reflect on the plan. What might you modify?
- Discuss with someone who read the same plan.

College and Career Competency Instructional Plan	
Directions: Plan competency instruction across time within your course content. Resources (e.g., teacher guide, student questionnaire, video, poster, and padlet) are available at www.cccframework.org .	
Name: _____ School/District: _____	
Setting <i>i.e., course title and grade level(s)</i>	
Competency & Components	
Results: <i>What would you like students to improve as a result of competency instruction? Be specific (e.g., better understanding of content, increased engagement, improved relationships, better quality and timeliness of assignments).</i>	
Address each of the following six instructional criteria.	
1. How will you provide instruction that facilitates <u>students' understanding</u> of the competency and components?	

Role-Alike

- Share your instructional ideas with colleagues in the same role as you (groups of 2-4)
 - General educators (similar content areas)
 - Counselors
 - Special educators
 - Administrators

Instructional Criteria

1. Provide instruction that facilitates students' understanding of the competency and components.
2. Guide students to determine how the competency applies to them personally (e.g., in school, relationships, career, college).
3. Facilitate students' reflection on their strengths and challenges related to the competency components.
4. Have students practice the competency, including each component, over time.
5. Provide feedback to students throughout their practice of the competency components.
6. Facilitate students' reflection on their development of competency components.

Next Steps:

- Complete post-test and evaluation.
- Modify or create an instructional plan.
- Email it to agaumer@ku.edu for feedback. If you complete your plan on paper, take a picture and email.
- Implement your plan and reflect on your implementation and impact on students. See DBDM form in Packet.