



The College and Career Competency Framework provides a structured, embedded process for developing career-equipped, lifelong learners who are socially and emotionally engaged. Through a school-wide focus on specific competencies and their respective essential components, enacted through implementation elements (i.e., effective collaboration, multi-tier instruction and interventions, and data-based decision making), students will be ready to take on the real-world challenges that await them.

KEY POINTS

Competencies are teachable

Competencies are more than just knowing how to do something. Each competency involves the ability to perform the skill set effectively as well as knowing when and how to use the set of skills across situations and environments. By teaching competencies, we help students develop their abilities while also teaching them to know when and how to use these skills, making the skills transferable.

All students need competency instruction

Through a school-wide, collaborative, data-driven system of support, the *College and Career Competency Framework* promotes the instruction of evidence-based competencies embedded within content-area curriculum and reinforced school-wide, supporting positive in-school and post-school outcomes for all students.

Competency instruction is systematic, not a curricular add-on

Competencies cannot be absorbed through the normal school structure without purposeful instruction. Teachers provide initial instruction and numerous opportunities to practice competency components with feedback along with course content. Competencies are then reinforced in the classroom as well as school-wide. To reach all students and adequately support development, competency instruction occurs primarily within core content areas, and then it's reinforced school-wide through discipline systems, electives, and extracurricular opportunities.

School staff collaborate to provide competency instruction

To address these complex skills, the *College and Career Competency (CCC) Wheel* provides a common vernacular as well as a clear focus. The terminology used in the *CCC Wheel* is important and transferrable across professions. Educators, counselors, community members, and employers can understand and support competency instruction for all students.

Data informs competency instruction

Educators who purposefully provide competency instruction regularly ask themselves questions related to impact, such as:

1. Are students developing the competency and, if so, how do we know?
2. As students develop the competency, what else is improving?
3. What instructional adjustments could we make to help students develop the competency?
4. How will we continue guided practice and reinforcement of the competency?

Participating schools answer these questions through multiple data sources, including the *College and Career Competency Framework (CCC) Needs Assessment* and *Formative Questionnaires*. These assessments were designed for middle and high school students, and are available for free online at <http://ResearchCollaborationSurveys.org>.