College and Career Competency Sequence Pre-K through 12 – Self-Efficacy

These targets describe how students demonstrate progressive intrapersonal skills at each grade cluster. It should not be assumed that students at higher grades have the prerequisite competence from lower grades. By the end of each grade cluster, each student:

Self-Efficacy

Pre-K	K-2	3-5	6-8	9-12
• Demonstrates an understanding that making mistakes is normal. • Continues work on a challenging task by trying different ways to solve a problem.	• Demonstrates approaching a challenging task with recognition that ability grows with effort. • Describes mistakes as normal and opportunities to learn. • Provides examples of growth mindset self-talk statements. • Describes some basic structures of the brain and understands that a brain can "grow" and change with practice.	• Explains the difference between a fixed mindset and a growth mindset. • Identifies times when his/her efficacy was strong and times when it was lacking. • Provides examples of how effort relates to accomplishing a challenging task and incorporates concept to own life. • Describes ways to increase self-confidence/belief in ability for various challenging tasks. • Demonstrates verbal persuasion and growth mindset self-talk. • Explains how our brain changes as it is challenged with new information (basics of neuroplasticity) and applies this to growth versus fixed mindsets.	• Describes self-efficacy. • Describes relevant brain anatomy, such as how neural connections grow and change. • Self-assesses level of efficacy, effort, and amount of learning over time applied to specific tasks/knowledge. • Describes how ability can grow with effort in various situations. • Describes sources of efficacy such as self-talk, previous victories and mastery experiences, emotional and physical signals, and vicarious experiences. • Utilizes mindful practices to self-calm and focus.	• Demonstrates an awareness of his/her level of efficacy for various challenging tasks. • Utilizes strategies from four sources of self-efficacy (mastery experiences, vicarious experiences, verbal persuasion, and physiological feedback).

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