

School/District: \_\_\_\_\_

Date: \_\_\_\_\_

Instructions: Working as a school leadership team, incorporate data from student growth measures, educator reflections, collaborative team discussions, and instructional coaching to focus your team’s assessment and action planning. For each row, come to agreement and place a checkmark in the box that best describes your status. It is recommended that this tool be completed twice per year (e.g., November and May) in conjunction with action planning. For more information, review the video series [Sustaining College and Career Competency Instruction](#).

<b>Leadership team members and other key staff (e.g., competency coaches) involved in schoolwide planning can each do the following:</b>	Not yet, but working towards this	Yes, but in limited capacity	Yes, most people and/or somewhat effectively	Yes, all team members and effectively
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 can be taught across time as part of the general education curriculum.				
4. Describe how competencies can be applied and reinforced across school contexts.				
5. Articulate how competency instruction fits within or dovetails with our current initiatives and/or priorities.				
6. Grounded in research, describe the student outcomes that will improve through competency instruction.				
7. Articulate commitment to implementing intrapersonal and interpersonal competencies schoolwide across multiple years.				
<b>Leadership team members:</b>	Not yet, but working towards this	Yes, but in limited capacity	Yes, mostly in place	Yes, fully in place
8. Meet regularly and demonstrate high levels of collaboration around implementation of the <i>CCC Framework</i> .				
9. Identify and provide educators with <i>CCC Framework</i> resources such as lesson sets, infographics, instructional sequence, student growth measures, and instructional videos.				
10. Facilitate development of a shared vision and buy-in for teaching the selected competencies.				
11. Provide quality training to all teachers delivering competency instruction to build skills and self-efficacy in teaching competency strategies.				
12. Provide coaching to all teachers delivering competency instruction to build skills and self-efficacy in teaching competency strategies.				
13. Provide training and coaching to all teachers on how to integrate competency strategies into their curricula.				
14. Identify and provide educators with capacity-building structures such as collaborative meetings, planning time, co-teaching, peer mentoring, and personalized professional learning.				
15. Implement an assessment schedule that includes pre/post knowledge assessments and performance-based observations.				

16. Lead teams (e.g., student support teams, PBIS or SEL teams, IEP teams) that regularly discuss and determine each student's behavior/social/emotional intervention needs based on triangulated data (e.g., behavior screeners, performance-based observations, attendance, office disciplinary referrals, student/teacher referrals, academic performance).				
17. Lead teams (e.g., student support teams, PBIS or SEL teams, IEP teams) that determine evidence-based interventions aligned to each student's needs, implement interventions, monitor the student's progress, and follow exit criteria.				
18. Annually analyze implementation quality, students' competency development, and schoolwide metrics to determine overall progress and hone professional learning supports.				
19. Celebrate successes and share accomplishments with district leadership and stakeholders (e.g., community, families, students).				
20. Implement a plan to communicate with families about the selected competencies (e.g., importance, instruction, data, and ways to support development) and involve families in data-based discussions regarding their student.				
21. Develop a system to train and coach new staff on the implementation of the <i>CCC Framework</i> and selected competencies.				
<b>Schoolwide, all instructional staff and other key staff (e.g., counselors, social workers):</b>	Not yet, but we towards this	Yes, but in limited capacity	Yes, most people and/or somewhat effectively	Yes, everyone and effectively
22. Demonstrate understanding of the competency definition, purpose, and strategies.				
23. Engage all students, including students with disabilities and English learners, in instruction and facilitated practice.				
24. [Educators who teach the lessons] provide instruction, addressing each strategy, to facilitate students' understanding of the competency (Instructional Criterion 1).				
25. Guide students to determine how the competency applies to them personally (Instructional Criterion 2).				
26. Facilitate students' reflection on their strengths and challenges related to the competency (Instructional Criterion 3).				
27. Facilitate opportunities for students to practice the competency, including each strategy, over time (Instructional Criterion 4).				
28. Provide feedback to students throughout their practice of the competency strategies (Instructional Criterion 5).				
29. Facilitate students' reflection on their development of competency strategies (Instructional Criterion 6).				
30. Reflect on instruction, practice opportunities, and students' development of the competency (e.g., twice annual educator reflection surveys).				
31. Collaborate with others on a regular basis to enhance and determine next steps in competency instruction through data-based decision making.				

