

C3 Integrated Personal Competencies

P01. Self-awareness, Regulation and Resilience: Accurately assess personal strengths and challenges and recognize the emotions and thoughts that influence behaviors. Manage external and internal demands that challenge or exceed current resources around cognition and behavior. Take goal directed action through attention, regulation of emotions and use of executive functions.

- **HD. Self Regulation:** Regulation of attention, emotion and executive functions for the purposes of goal-directed actions.
- **HD. Stress Management:** Constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.
- **SR. Self Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **P. Resilience:** Positive adaptation during or following exposure to adversities that have the potential to harm development: (a) developing well in the context of high cumulative risk for developmental problems (beating the odds, better than predicted development), (b) functioning well under currently-adverse conditions (stress-resistance, coping) and (c) recovery to normal functioning after catastrophic adversity (bouncing back, self-righting) or severe deprivation (normalization).

Integrated Personal Competency	Emerging	Capable	Bridging	Proficient	Advanced
P01. Self-awareness, Regulation and Resilience	Identify thoughts, emotions, and personal behaviors and skills that lead to academic and social success.	Understand thoughts and emotions and responsibilities for changing personal behaviors and acquiring skills that lead to academic and social success.	Use information and feedback on personal behavior to acquire/develop skills that lead to both social and academic success.	Analyze thoughts and emotions and their impact on behavior. Create a plan that shows understanding of the need to manage internal and external demands to achieve social and academic success.	Evaluate thoughts and emotions and their impact on behavior. Create plan that includes strategies for managing internal and external demands and strategies for resilience to achieve social and academic success.

→ **Advanced Explanation to Students:** Understand your emotions and how they influence your behavior. Create a plan that includes strategies for managing your internal and external demands and resilience to achieve social and academic success.

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P02. Agency, Planning and Responsibility: Demonstrate the agency to initiate, plan, make decisions, and implement learning needs and outcomes by attending to emotions and executive functions in goal-directed actions. The ability to see the relevance and importance of school subjects

- **P. Agency:** A student's individual decision-making and autonomous actions.
- **Mfs&S. Relevance of School:** A student's sense that the subject matter he or she is studying is interesting and holds value.
- **HD. Self Regulation:** Regulation of attention, emotion and executive functions for the purposes of goal-directed actions.

Integrated Personal Competency	Emerging	Capable	Bridging	Proficient	Advanced
P02. Agency, Planning and Responsibility	<p>Identify own learning needs, planning tools, and define goals.</p> <p>Recognize the connection between outcomes and actions.</p>	<p>Understand own learning needs and effectively explain them and the use of planning tools, in goal setting.</p>	<p>Use understanding of own learning needs and appropriate planning tools to create a goal directed plan.</p> <p>Demonstrate an organized approach by applying the plan.</p> <p>Summarize progress and describe the connections between outcomes and actions.</p>	<p>Explain own learning needs and how school relevance impacts them.</p> <p>Analyze progress and investigate the connections between outcomes and actions in a goal directed plan.</p>	<p>Evaluate own learning needs, progress, and outcomes through the identification of school relevance by demonstrating the implementation of learning needs and a goal directed action plan.</p>

→ **Advanced Explanation for Students:** Evaluate your own learning needs and show that you understand why school is important to helping you achieve your goals by implementing an action plan.

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P03. Efficacy, Curiosity, Tenacity and Problem Solving: Demonstrate personal ability to use curiosity as a guiding principle for problem solving and decision making. Use advanced executive functions in order to persevere through challenges and setbacks and to solve challenges and move towards goals.

- **P. Academic Tenacity:** The beliefs and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals, and withstand challenges and setbacks to persevere toward these goals.
- **MfS&S. Self Efficacy:** The perception that one can do something successfully.
- **SR. Executive Functions:** The cognitive control functions needed when one has to concentrate and think, when acting on one's initial impulse would be ill-advised. Core executive functions include cognitive flexibility, inhibition (self-control, self-regulation) and working memory. More complex executive functions include problem-solving, reasoning and planning.
- **I&S. Curiosity:** The desire to engage and understand the world, interest in a wide variety of things and preference for a complete understanding of a complex topic or problem.

Integrated Personal Competency	Emerging	Capable	Bridging	Proficient	Advanced
P03. Efficacy, Curiosity, Tenacity and Problem Solving	<p>Identify problems and list problem solving approaches.</p> <p>Recognize criteria for evaluating effectiveness of a solution or decision.</p>	<p>Summarize problems and describe possible solutions.</p> <p>Illustrate criteria for evaluating effectiveness of a solution or decision.</p>	<p>Utilize appropriate tools to determine the type/cause of the problem.</p> <p>Utilize appropriate criteria and curiosity to evaluate effectiveness of solutions/decisions.</p>	<p>Distinguish amongst/classify various types of challenges using curiosity and tenacity.</p> <p>Analyze problems and compare and apply alternative solutions.</p>	<p>Using curiosity and tenacity, reframe problems and evaluate decisions in order to solve challenges and meet goals.</p>

→ **Advanced Explanation for Students: Using your curiosity and determination, reframe challenges and evaluate your decisions in order to persevere over those challenges and meet your goal**

C3 Integrated Personal Competencies

P04. Integrity : Demonstrate agency and ability to regulate attention, decision making, actions and emotions in order to act on convictions and stand up for beliefs.

- **P. Agency:** A student’s individual decision-making and autonomous actions.
- **HD. Self Regulation:** Regulation of attention, emotion and executive functions for the purposes of goal-directed actions.

Integrated Personal Competency	Emerging	Capable	Bridging	Proficient	Advanced
P04. Integrity	Identify convictions and describe beliefs.	Understand beliefs and convictions and how they connect to self behaviors and actions.	Apply beliefs and convictions to actions, feelings, or opinions.	Analyze beliefs and convictions and their impact on others.	Develop, refine and evaluate beliefs and convictions in order to conclude when and how to stand up for beliefs and their impact on others.

→ **Advanced Explanation for Students: Develop and understand your beliefs so that you know when to stand up for them and how they impact others.**

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P05. Reflection and Evaluation: Assess current knowledge, progress, and effectiveness of process and actions using a growth ; mindset that utilizes self-direction, agency and tenacity.

- **MFS&S. Growth mindset:** *Wherein students ascribe to the belief: my ability and competence grow with my effort.*
- **I&S. Self Direction:** *A process in which learners take the initiative in planning, implementing and evaluating their own learning needs and outcomes, with or without the help of others.*
- **P. Academic Tenacity:** *The beliefs and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals, and withstand challenges and setbacks to persevere toward these goals.*

Integrated Personal Competency	Emerging	Capable	Bridging	Proficient	Advanced
P05. Reflection and Evaluation	<p>Identify current knowledge and the relevance of that knowledge.</p> <p>List process and actions.</p>	<p>Understand current knowledge and its relevance and connection to prior knowledge.</p> <p>Describe process and actions.</p> <p>Show an understanding of a growth mindset.</p>	<p>Reflect on current knowledge and the process used to develop the knowledge.</p> <p>Show an understanding of a growth mindset and its possible applications.</p>	<p>Using growth a mindset and reflection, analyze current knowledge, progress, processes, and action.</p>	<p>Using a growth mindset, assess and synthesize the process and progress in utilizing self-direction, agency and tenacity.</p>

→ **Advanced Explanation for Students:** *Using a growth mindset (the belief that failure is part of learning and that you will get better at something if you keep at it), understand and assess the process and progress you have created.*

C3 Integrated Personal Competencies

P06. Identity, Social Awareness, Cooperation: Demonstrate a sense of personal identity and belonging to both the classroom and larger community. Forge relationships and interact with others in ways that are culturally responsive, effective, and demonstrate respect for others' cultures, ideas, opinions, and contributions.

- **I&S. Civic Identity:** A multifaceted and dynamic notion of the self as belonging to and responsible for a community or communities.
- **MFS&S. Sense of Belonging:** A sense that one has a rightful place in a given academic setting and can claim full membership in a classroom community.
- **SR. Social Awareness/Relationship Skills:** The ability to take the perspective of, and empathize with, others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school and community resources and supports.

Integrated Personal Competency	Emerging	Capable	Bridging	Proficient	Advanced
P06. Identity, Social Awareness, Cooperation:	<p>Identify sense of belonging and ways to interact with others that are culturally responsive.</p> <p>Collect input from others about interactions.</p>	<p>Understand feedback from others and personal sense of belonging.</p> <p>Summarize ways to interact with others that are culturally responsive and respectful.</p>	<p>Integrate feedback from others with self identity in ways that are culturally responsive and respectful.</p>	<p>Analyze self-identity and sense of belonging within the group. Take into account the needs of others in a culturally responsive way.</p>	<p>Assess self-identity and sense of belonging within the group. Assess relationships for cultural responsiveness.</p>

→ **Advanced Explanation for Students:** Understand your self identity and sense of belonging as well as your relationships with others and how you show cultural sensitivity and understanding.

C3 Integrated Personal Competencies

P07. Conflict Resolution and Negotiation: Use personal resilience and positive adaptations to challenges and adversity in order to apply conflict resolution and negotiation strategies.

- **SR. Self Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **P. Resilience:** Positive adaptation during or following exposure to adversities that have the potential to harm development: (a) developing well in the context of high cumulative risk for developmental problems (beating the odds, better than predicted development), (b) functioning well under currently-adverse conditions (stress-resistance, coping) and (c) recovery to normal functioning after catastrophic adversity (bouncing back, self-righting) or severe deprivation (normalization).

Integrated Personal Competency	Emerging	Capable	Bridging	Proficient	Advanced
P07. Conflict Resolution and Negotiation:	Identify conflict, define areas of agreement and disagreement, list options for resolving conflict, and describe results of efforts.	Understand reasons for conflicts, areas of agreement and disagreement, and summarize options for conflict resolution, and predict results.	Discuss areas of conflict and use understanding of reasons for conflict. Suggest approaches for conflict resolution.	Analyze conflicts and support parties using conflict resolution and negotiation strategies.	Evaluate conflicts and apply conflict resolution and negotiation strategies using positive adaptations to challenges.

→ **Advanced Explanation for Students: Use conflict resolution and negotiation strategies effectively.**

C3 Integrated Personal Competencies

P08. Cultural Competence and Anti-racism: Demonstrate the ability to actively empathize, engage and work to understand others from diverse cultures and backgrounds. Show understanding of a global perspective that includes appreciation for a wide range of cultural perspectives and embrace for both commonalities and differences. Stand up to and actively engage in efforts to eradicate racism.

- **I&S. Civic Identity:** A multifaceted and dynamic notion of the self as belonging to and responsible for a community or communities.
- **SR. Social Awareness/Relationship Skills:** The ability to take the perspective of, and empathize with, others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school and community resources and supports.

Integrated Personal Competency	Emerging	Capable	Bridging	Proficient	Advanced
P08. Cultural Competence and Anti-racism:	Identify cultural competence and a global perspective. List dimensions of culture and racism.	Understand and explain a perspective that shows knowledge of cultural competence and racism, and comfort with some dimensions of different cultures.	Apply understanding of cultural competence and a global perspective to combat racism and increase cultural awareness. Show an understanding of multiple perspectives related to different cultures.	Analyze cultural competence and a global perspective to combat racism and increase cultural awareness. Analyze areas of strength and growth to respond effectively to populations different than one's own.	Assess cultural competence and global perspective to combat racism and increase cultural awareness. Evaluate how personal actions respond to the distinct needs of people sharing a common identity.

→ **Advanced Explanation for Students:** Understand your cultural competence, how you see the world, and how you use your perspective to combat racism. Increase your awareness and appreciation of the cultures of others.

C3 Integrated Personal Competencies

P09. Attachment (Adult Assessed): Demonstrate and maintain a consistently meaningful emotional bond connected to peers and school staff.

- **HD. Attachment:** *A deep and enduring emotional bond that connects one person to another across time and space.*

Integrated Personal Competency	Emerging	Capable	Bridging	Proficient	Advanced
P09. Attachment	The ability to understand primary and secondary attachment skills and how they are applied in daily life.	The ability to express an understanding of primary and secondary attachment skills and show a vision for how to apply them in daily life.	The ability to demonstrate and use primary and Secondary attachment skills.	The ability to demonstrate and maintain consistently meaningful emotional bonds over the short term, using primary and secondary attachment skills.	The ability to demonstrate and maintain long term consistently meaningful emotional bonds using primary and secondary attachment skills.

→ *Assess student primary (family) and secondary (peers, staff, friends) attachment skills*

Sources:

- Stafford-Brizard, K. B. (2016). Building blocks for learning: A framework for comprehensive student development. Retrieved from: <http://www.turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learningx-2.pdf>.
- Toshalis, E. & Nakkula, M.J. (2012) [Motivation, engagement, and student voice](#). The students at the center series. Boston, MA: Jobs for the Future.