CCBG Competencies: Grades 9 to 12

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Overview

Identifying competencies for one’s own school or school district is often so cumbersome that the process itself prevents many counselors from establishing comprehensive competency-based guidance programs. There is a mistaken belief that more competencies are better than fewer competencies and that original competencies are better than borrowed or modified competencies. Over and over again, counselors with whom we have talked claim that two or three competencies per domain and per grade level are much more manageable than having one detailed competency written for every behavioral or attitudinal outcome desired by counselors, teachers, administrators, and parents.

Clearly, the “Keep it simple!” principle is advocated for those beginning the process of implementing a CCBG program in their school or school district. Therefore, competencies from several different districts are reprinted here to facilitate the process of identifying relevant outcomes. Note the differences in format from district to district as there is no one correct way to state desired competencies. Some districts will prefer competencies presented as “I” statements, for example, “I know how to listen and how to ask questions in class.” Others will want outcomes stated behaviorally, for example, “Students will...demonstrate good work habits.” Even the number of domains and titles of the domains vary from district to district. Regarding these competency-selection processes, counselors are urged to be “possibility thinkers” and to avoid artificial barriers that will stand in the way of quickly and efficiently determining what competencies will be adopted for immediate use. We have found that the entire process need not take more than two hours to complete at the elementary, middle school, or high school level.

GRADE NINE

EDUCATIONAL/ACADEMIC DOMAIN

Omaha (NB) Public Schools (Maliszewski, 1995)
- Write academic goals and career plans in the Career/Advanced Education Planning Portfolio
- Compute grade-point average and understand the importance of class rank
- Develops academic goals and a high school education plan -Written 4 year plan
- Demonstrates knowledge of high school graduation requirements - True/False Test
- Demonstrates ability to schedule time and plan for homework - Planner in school handbook
- Understands reasons to stay in school- Oral feedback
- Understands reasons to make good grades in school- Count number of students on Honor Roll

Tucson Unified School District (TUSD, 1994)
- Develops initial individual career goals and formulate a plan which includes course options, possible career choices, and alternative ways to attain these goals
- Identify the required and elective courses related to career preferences
- Name sources of career information

CAREER/OCCUPATIONAL DOMAIN

Omaha
- Develops a career folder including areas of career interest, values and skills
- Formulates a career plan with career goals and course options

Tucson
- Describes sources for career and job information
- Develops a career folder including areas of career interest, values and skills

PersoNal/Social Domain

Omaha
- Identifies ways to develop a positive self image
- Examine pressures and issues faced by developing adolescents, such as (but not limited to) effects of drug and alcohol use, changing family patterns, physical and emotional development
- Awareness of how to be responsible to self and others in school, family, and community
Tucson
- Demonstrates use of personal time management system - Group leader observations

GRADE ELEVEN
EDUCATIONAL/Academic Domain

Omaha
- Demonstrate how to complete applications for Advanced Education Entrance Examinations
- Review post-secondary educational programs and schools as they relate to career goals and options written in the Planning Portfolio
- Demonstrate how to search for and determine the entrance requirements of universities, colleges, technical and specialty schools, apprenticeship programs, and the military

Tucson
- Completes a credit check for high school graduation - Graduation Progress Report
- Demonstrates knowledge of college entrance requirements - Oral feedback to counselor
- Revises high school educational plan - Four-year plan
- Demonstrates knowledge of how to find a tutor - Number of tutor lists given out
- Learned to interpret PSAT scores - Student oral responses

CAREER/Occupational Domain

Omaha
- Examine and write career goals and options in the Planning Portfolio
- Identify characteristics of specific careers

Tucson
- Demonstrates research skills in Career Center - Reference cards filed in Career Center
- Matches career goals with skills, values, and personality - COPS Evaluation Form
- Conducts labor market search for occupations of interest
- Demonstrates skills in preparing a resume and in completing a job application
- Describes how changing male/female roles effect career choice and employment opportunities
- Describes strengths and abilities in preparation for job interview
- Obtains an additional recommendation letter

PERSONAL/Social Domain

Omaha
- Identify school, family, and community resources for help with personal, family, and health concerns
- Devise a variety of strategies for reducing stress and developing alternative responses to stress

Tucson
- Describes positive methods of dealing with personal problems - Group leader observations
- Describes positive ways of dealing with personal problems - Group leader observations

GRADE TWELVE
EDUCATIONAL/Academic Domain

Omaha
- Complete a credit check for graduation
- Use Planning Portfolio to assist with the transition process
- Apply to specific schools that offer proposed educational programs
- Demonstrate how to apply for financial aid and scholarships
- List the steps necessary to enter the full-time job market

Tucson
- Applies to post-high school educational programs - Number of transcripts sent and student survey
- Completes entrance exams for post-secondary education - Scores sent to school
- Applies for financial aid and scholarships for post-secondary programs - Scholarships earned and financial aid forms picked up
- Completes credit check for high school graduation - Graduation Progress Report

CAREER/OCCUPATIONAL Domain

Omaha
- List the steps necessary to enter the full-time job market
- Identify probable demand for specific careers

Tucson
- Obtains letters of recommendation from teachers and counselors - Letters on file
- Uses sources of career and job information - Reference cards on file
- Describes steps needed to enter job market related to personal career goals
- Demonstrates attainment of employability and job-search skills
- Completes career folder for use by employers and post-secondary counselors
- Obtains four letters of recommendation and updates resume
- Describes ways in which occupational choices affect life style

PERSONAL/SOCIAL Domain

Omaha
- Describe the basic process of effective interpersonal communication for both the speaker and the listener
- Acquire or further develop adaptability, adjustment, and assertiveness skills for dealing with inequities, prejudices, and abusive uses of power

Tucson
- Describes positive ways of dealing with personal problems - Group leader observations

References

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