CCBG Competencies: Grades 6, 7, and 8

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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 6

EDUCATIONAL/ACADEMIC DOMAIN

Omaha (NB) Public Schools (Maliszewski, 1995)
- Understand and identify the purposes of behavior
- I know how to do my best on tests
- I know how to organize my class and homework materials
- I know what will be expected of me in middle/junior high school
- I know where to go to get help when I have a problem concerning middle/junior high school

Missouri Schools (Gysbers, Lapan, Multon, Eastman Lukin, 1992)
- I know that people need to work together
- I know the importance of good work habits for school and future jobs

Tucson (Unified School District, 1994)
- Develops and implements a plan for time management
- Describes personal interests in individual career plans

PERSONAL/SOCIAL DOMAIN

Omaha
- Describe changes that occur in the physical, social and emotional development of an individual
- I know how to express those thoughts and feelings that are important to me
- I know how to get along with my brother, sister, step-brother, or step-sister
- I know how to get along with my parents, step-parents, or guardians
- I know some things that cause problems in families (moving, divorce, death, or unemployment)
- I know how to set goals and make plans
- I know how to ask parents, teachers, and other adults for help
- I know how to make good decisions and act on them
- I know how to get along with boys and girls

Missouri
- I know how to express those thoughts and feelings that are important to me
- I know how to get along with my brother, sister, step-brother, or step-sister
- I know how to get along with my parents, step-parents, or guardians
- I know some things that cause problems in families (moving, divorce, death, or unemployment)
- I know how to set goals and make plans
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Tucson
- Describes personal values and beliefs and how they influence other people
- Demonstrates respect for values and beliefs of other people
- Demonstrates respect for own culture and background
- Describes change in physical, social, and emotional development of individuals
- Demonstrates effective coping skills with own and others’ behavior

CAREER/OCCUPATIONAL DOMAIN

Omaha
- Identify ways in which decisions about education and work related to other major life decisions
- Acquire and apply a knowledge of time-management and organizational skills necessary for effective studying
- I know what employers expect of workers
- I know how academic skills such as math, reading, and science relate to my career goals
- I know how to look for a part-time summer job
- I know what jobs are available locally
- I understand the challenges students have in high school
- I know how to organize my class and homework materials
- I know how to select high school courses that help meet my needs, interests, and career goals

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- I know what employers expect of workers
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SEVENTH GRADE

EDUCATIONAL/ACADEMIC DOMAIN

Omaha
- Acquire and apply a knowledge of time-management and organizational skills necessary for effective studying
- I know what employers expect of workers
- I know how academic skills such as math, reading, and science relate to my career goals
- I know how to look for a part-time summer job
- I know what jobs are available locally
- I understand the challenges students have in high school
- I know how to organize my class and homework materials
- I know how to select high school courses that help meet my needs, interests, and career goals

Missouri
- I know what employers expect of workers
- I know how academic skills such as math, reading, and science relate to my career goals
- I know how to look for a part-time summer job
- I know what jobs are available locally
- I understand the challenges students have in high school
- I know how to organize my class and homework materials
- I know how to select high school courses that help meet my needs, interests, and career goals

CAREER/OCCUPATIONAL DOMAIN

Omaha
- Acquire knowledge and skills to work effectively with people irrespective of their race, ethnicity, and cultural experience
- Acquire and apply a knowledge of time-management and organizational skills necessary for effective studying
- I know what employers expect of workers
- I know how academic skills such as math, reading, and science relate to my career goals
- I know how to look for a part-time summer job
- I know what jobs are available locally
- I understand the challenges students have in high school
- I know how to organize my class and homework materials
- I know how to select high school courses that help meet my needs, interests, and career goals

Missouri
- I know what employers expect of workers
- I know how academic skills such as math, reading, and science relate to my career goals
- I know how to look for a part-time summer job
- I know what jobs are available locally
- I understand the challenges students have in high school
- I know how to organize my class and homework materials
- I know how to select high school courses that help meet my needs, interests, and career goals

Tucson
- Describes personal values and beliefs and how they influence other people
- Demonstrates respect for values and beliefs of other people
- Demonstrates respect for own culture and background
- Describes change in physical, social, and emotional development of individuals
- Demonstrates effective coping skills with own and others’ behavior
• Relate personal interests and preferences to broad occupational areas
• Identify job descriptions that are related to interests, personality, skills, and career values

Missouri
• I understand my interests and abilities and how they help me make a career choice
• I know how to handle adult disapproval if I have an interest in choosing a class usually taken or a job usually filled by the opposite gender
• I know how to find out which leisure activities are best for me
• I know how to explore careers in which I may be interested

PERSONAL/SOCIAL DOMAIN

Omaha
• Recognize the consequences of actions on self and others
• Develop an understanding and respect for self and others as unique individuals
• Acquire knowledge and skills necessary for solving interpersonal conflict

Missouri
• I would say “NO” when friends or other people try to get me to use drugs or alcohol
• I know how to get along with my parents, step-parents, or guardians
• I know how to accept responsibility for my decisions
• I can effectively communicate my feelings and thoughts
• I can get along with both boys and girls
• I know what drugs and alcohol do to my body and mind
• I respect other people even though they may be different from me
• I have an understanding of what is important to me
• I know how to help a friend who has a problem with drugs and alcohol

EIGHTH GRADE

EDUCATIONAL/ACADEMIC DOMAIN

Omaha
• List the academic requirements for high school graduation and courses needed to keep options open for advanced educational opportunities
• Understand the consequences related to not completing high school

Missouri
• I can take good notes
• I understand how completing high school will better prepare me to continue my education (vocational/technical education, military, and college)
• I understand high school credits and graduate requirements
• I know how to do well on tests
• I know how to select middle school extra-curricular activities that will meet my future interests and future goals
• I understand how completing high school will better prepare me for the job market
• I know the classes offered by my area vocational/technical school

CAREER/OCCUPATIONAL DOMAIN

Omaha
• Identify school subjects which help develop skills, knowledge, and training needed for career and life planning
• Locate resources available for career exploration

Missouri
• I understand the importance of making plans for the future (jobs, vocational/technical education, employment and training programs, college, and military)
• I know about leisure activities I can do when I am older
• I know that all classes and jobs are acceptable for both males and females

PERSONAL/SOCIAL DOMAIN

Omaha
• Acknowledge and express feelings in an appropriate manner
• Demonstrate appropriate communication skills with peers and adults in various home, school, and community settings

Missouri
• I know how to make good decisions
• I am confident in myself
• I know what to do when I feel down
• I know how to handle my problems or where to get help
• I understand how my thoughts and feelings affect my behavior
• I know how to get along with my brother, sister, step-brother, or step-sister
• I understand my friends and classmates
• I know how to identify the real problem when I am worried or upset
• I accept and like myself, both physically and mentally
• I am confident in stating my own ideas
• I know how to evaluate my decisions and change bad ones

References


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