

Competency Correlation Project Worksheet

Description:

In Exercise 1, you used the Competency Correlation Worksheet to analyze how your whole school's definition of success maps to the MyWays Competencies. For this exercise, we want you to drill down even more, using the Competency Correlation Worksheet to think and analyze how one of your learning experiences maps to the 20 MyWays competencies.

Purpose:

By completing the table, you will be able to see how your project's competencies map to MyWays, which can spark discussion and meaning-making on your definition of student success and the competencies that embody it. Like all MyWays tools, the Competency Correlation Project Worksheet is flexible and adaptable to many purposes. We highly recommend customizing the tool to fit your needs.

Instructions for Use:

Before you begin, review the sample worksheet at the bottom of this document, where we analyze the Mayan Community Project as an example. For a full description of the Mayan project visit the [Tools](#) section on the MyWays' website. Working in groups or individually, analyze how your project or learning experience connects to the MyWays competencies, and in what ways and at what depth, by filling in the blank spaces in the table. (Work on hard copy or load the template into a Google doc for collaborative editing.) Record learning details, as well as the strengths and weaknesses of the project within each row of the worksheet. (See the Mayan sample for guidance.) Discuss and draft a joint analysis and action plan based on that analysis.

Competency Correlation Project Worksheet

MyWays student competencies for success in college, career & life.

How does our project align with MyWays competencies?

Content Knowledge	<ul style="list-style-type: none"> • English Core Deep English learning and application across settings, aligned with the Common Core and similar standards • Math Core Deep math learning and application across settings, aligned with the Common Core and similar standards • Science, Social Studies, Arts, Languages Active learning of core disciplinary concepts and their application in a broad selection of liberal arts and sciences, and performing and language arts • Interdisciplinary & Global Knowledge Integrated interdisciplinary thinking and empathetic development of global, cross-cultural, civic, environmental, and economic literacies • Career-Related Technical Skills The integration of academic, technical, and employability skills in at least one existing career area or emerging problem space of personal interest 	
Creative Know How	<ul style="list-style-type: none"> • Critical Thinking & Problem Solving Ability to analyze and reason effectively, and use systems thinking and design thinking toward solving problems in varied settings • Creativity & Entrepreneurship The imagination, inventiveness, and experimentation to achieve new and productive ideas and solutions • Communication & Collaboration Oral, written, and visual communication skills and the ability to work effectively with diverse teams • Information, Media & Technology Skills Ability to access, evaluate, manage, create, and disseminate information and media using a wide variety of technology tools • Practical Life Skills Ability to understand and manage personal finances, health, and independence 	

Habits of Success	<ul style="list-style-type: none"> • Academic Behaviors Going to class; participating fully; completing homework & projects; and managing time & resources • Self-Direction & Perseverance Initiative, flexibility and adaptability, grit and tenacity, self-control • Positive Mindsets “I belong in this learning community; My ability and competence grow with my effort; I can succeed at this task; This work has value for me.” • Learning Strategies Study skills and strategies, goal-setting, self-regulated learning, help seeking • Social Skills & Responsibility Interpersonal skills, empathy, cooperation, leadership, ethics, and ability to build social networks 	
Wayfinding Abilities	<ul style="list-style-type: none"> • Survey the Learning, Work, & Life Landscape Ability to research and understand information, resources, external barriers, and internal factors relevant to upcoming transitions in school, career, and life • Identifying Opportunities & Setting Goals The self-awareness, focus, and strategic thinking to cultivate individual strengths and set goals for learning, work, and life • Design & Iterate Prototype Experiences Ability to translate goals into prototype experiences for each new stage or transition, especially the transition from high schooler to independent, contributing adult • Find Needed Help & Resources Ability to identify, locate, and secure the time, money, materials, organizations, mentors, and partners needed to support one’s plans • Navigate Each Stage of the Journey Ability to implement plans in the worlds of education, work, and life, making midcourse adjustments as required based on new experience 	

For an editable version, access [Microsoft Word version of Competency Correlation Project Worksheet](#).

Mayan Community Project - Competency Correlation Sample

While the whole learning and junior version analyses are aimed at providing principles and parameters to assist you in creating pedagogy and learning experiences that enable learners as “active players in experiences that carry meaning and require commitment,” we also want to ensure that through such experiences, students’ progress towards mastery in the full range of knowledge, know-how, habits, and personal wayfinding abilities that we have all identified as what they need to be successful in college, career, and life – i.e. the MyWays competencies.

The Competency Correlation Project tool will help you think about that. While this tool can be used in a number of flexible ways, in this case, it has been used to analyze the Mayan project to identify which elements of the four MyWays competency arenas (and, in many cases, which of the 20 specific MyWays competencies) it develops.

Educators can use this tool on a number of levels – in early project design stages, it can be used at a higher, conceptual level to identify which arenas and which individual competencies are to be featured in a project. (And indeed, in a version that would allow for tracking of multiple projects, you could monitor across projects that groups of learners are hitting all four arenas in ways identified by the school to be desirable.) For competencies with more specific school, local, or Common Core standards, these can be incorporated into the analysis at a more detailed level (e.g. there are specific Common Core English standards and habits of mind addressed in the Mayan project, as well as specific Common Core math standards in the budgeting exercise).

The analysis provided of the Mayan project is a broad-brush look that captures all the various competencies addressed in this given project. What it does not do is to qualify which competencies were the primary focus of the project – e.g. which skills and habits were targeted and implemented at greater depth. When you use this tool to design or evaluate your own projects, you would be likely to focus on a defined subset of competencies, though it would be desirable to ensure that you are helping students make progress on at least one competency in each of the arenas.

As you can see below, competencies from all four arenas were certainly addressed to at least some degree. It might be particularly interesting to do a comparative analysis between this active, integrated approach learning and a rigorous but more traditional approach to learning about:

- respect for the Mayan culture through a research paper
- book publishing by reading articles, or watching videos about publishing as an occupation
- feeling empowerment through helping others by having a bake sale to raise money for a good cause, but not one tied to personal and academic knowledge developed over an extended period of time in a collective, social effort

MyWays student competencies for success in college, career & life.

How does our project align with MyWays competencies?

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Creative Know How	<ul style="list-style-type: none"> • Critical Thinking & Problem Solving Ability to analyze and reason effectively, and use systems thinking and design thinking toward solving problems in varied settings • Creativity & Entrepreneurship The imagination, inventiveness, and experimentation to achieve new and productive ideas and solutions • Communication & Collaboration Oral, written, and visual communication skills and the ability to work effectively with diverse teams • Information, Media & Technology Skills Ability to access, evaluate, manage, create, and disseminate information and media using a wide variety of technology tools • Practical Life Skills Ability to understand and manage personal finances, health, and independence 	<p><i>Focuses on developing and integrating:</i></p> <ul style="list-style-type: none"> • Critical thinking & problem solving: through dealing with peer actions, real world, and authentic goal • Creativity & entrepreneurship: creativity in creating book and entrepreneurial inventiveness in marketing & selling book • Communication & Collaboration: students worked in teams throughout, also used power of communication to create book and generate book sales • Information, Media, & Tech skills: use of Photoshop, Excel, PowerPoint, tracing lamps, etc. • Practical Life Skills: students must use their independence throughout the project as they create their books and harness the entrepreneurial spirit

Habits of Success	<ul style="list-style-type: none"> • Academic Behaviors Going to class; participating fully; completing homework & projects; and managing time & resources • Self-Direction & Perseverance Initiative, flexibility and adaptability, grit and tenacity, self-control • Positive Mindsets “I belong in this learning community; My ability and competence grow with my effort; I can succeed at this task; This work has value for me.” • Learning Strategies Study skills and strategies, goal-setting, self-regulated learning, help seeking • Social Skills & Responsibility Interpersonal skills, empathy, cooperation, leadership, ethics, and ability to build social networks 	<p><i>Focuses on developing and integrating:</i></p> <ul style="list-style-type: none"> • Academic behaviors: completing of projects, lots of practice managing time and resources • Self-direction & Perseverance: initiative in all job roles, flexibility in dealing with the real world, tenacity in revising text and pursuing sales to reach targets • Positive Mindset: belonging in learning community, I can succeed at this task and make an impact for others • Learning Strategies: the project has many small and large goals along the way that students must navigate and seek help as needed • Social Skills & Responsibility: each student works as part of a job-specific team, working collaboratively and responsible to each other; opportunities for leadership in election of team leaders, etc.
Wayfinding Abilities	<ul style="list-style-type: none"> • Survey the Learning, Work, & Life Landscape Ability to research and understand information, resources, external barriers, and internal factors relevant to upcoming transitions in school, career, and life • Identifying Opportunities & Setting Goals The self-awareness, focus, and strategic thinking to cultivate individual strengths and set goals for learning, work, and life • Design & Iterate Prototype Experiences Ability to translate goals into prototype experiences for each new stage or transition, especially the transition from high schooler to independent, contributing adult • Find Needed Help & Resources Ability to identify, locate, and secure the time, money, materials, organizations, mentors, and partners needed to support one’s plans • Navigate Each Stage of the Journey Ability to implement plans in the worlds of education, work, and life, making midcourse adjustments as required based on new experience 	<p><i>Focuses on developing and integrating:</i></p> <ul style="list-style-type: none"> • Survey the Learning, Work, & Life Landscape: particularly research, writing, editing, fundraising, marketing, sales careers • Identify Opportunities & Set Goals: Spanish speakers acted as Spanish edition editors, artists as illustrators, those with communication strengths talked on local TV • Design & Iterate Prototype Experiences: students will be able to use their experiences in job-specific teams, delivering against goals, as a jumping off point for the experiences they will have as adults • Find Needed Help & Resources: practice in identifying and securing time, money, materials, organizations, mentors, and partners to support this particular activity. • Navigate Each State of the Journey: the project has many steps from designing and writing the children’s book, to translating it into Spanish, to deciding best ways to sell the book and raise money for the charity. Being able to make adjustments and pivot is par for the course for students.