Teaching Resiliency

Northeast Resiliency Consortium  
Preconference Session  
Tuesday, February 21, 2017  
1:00 to 4:00 pm
Northeast Resiliency Consortium
Resiliency Competency Model

The Resiliency Competency Model supports the development of knowledge, skills and personal resources that effectively help students adapt to change, overcome adversity and integrate their learning from the classroom to the workplace.
Resiliency in Action

1. Bunker Hill Community College: IT Courses
2. Housatonic Community College: Community Health Worker Program
3. Kingsborough Community College: Bridge Training Program
4. LaGuardia Community College: Psychological Trauma Reduction EMT and Micro-Credentials
5. Passaic Community College: Skills Enhancement Program for SNAP (Food Stamps) Recipients
6. Passaic County Community College: Building Relationships and Resiliency with Faculty
7. Smart Sparrow: Adaptive Online Lessons and Assessment Game
Developing Resiliency Enhanced Curricula

Nan Travers, Ph.D.
SUNY Empire State College
Intrascope, LLC
Connecting Learning – Connecting Lives

Resiliency Competencies

21st Century Skills
# Resiliency Competency Model v2.0

**Resiliency** n. an individual's persistent development and application of knowledge, skills, and resources that effectively help one adapt to change and overcome adversity.

The Northeast Resiliency Consortium **Resiliency Competency Model** defines resiliency competence for students while taking courses in community college and when exiting the community college to enter the workforce. This model presents five competencies that are critical to student success. In addition to the competency definition, a set of actions are provided to demonstrate some examples of successful student behavior within each competency. Though presented separately in the model, successful students use the competencies in combination to take effective action.

## Critical Thinking

- **Purposeful use of reasoning to identify strengths and weaknesses of alternative approaches in diverse situations.**

  **Example Actions**
  - Focuses on relevant and unique factors.
  - Analyzes situations for opportunities and challenges.
  - Identifies current resources and evaluates the gaps in needed resources.
  - Proposes alternative options and strategies using analysis and evaluation.
  - Makes informed decisions.

## Adaptability

- **Successful adjustment to a variety of positive and negative conditions and circumstances.**

  **Example Actions**
  - Demonstrates curiosity, flexibility, and openness to change.
  - Pursues alternative solutions, including effective use of technology.
  - Acknowledges when change is needed and takes proper action.

## Self-Awareness

- **Clear understanding of one's qualities, characteristics, strengths and weaknesses, and how they impact one's self and others.**

  **Example Actions**
  - Engages in self-assessment and introspection, recognizing one's own emotions.
  - Identifies potential barriers (e.g., physical, emotional, and psychological).
  - Makes confident, committed, and motivated choices.
  - Asks for support when appropriate.

## Reflective Learning

- **Integration and application of prior and current learning to new situations.**

  **Example Actions**
  - Describes own best learning strategies.
  - Builds on prior knowledge and experiences with current knowledge.
  - Determines what learning is needed to move forward.
  - Learns from the effects of one's actions and makes improvements.

## Collaboration

- **Works with others to achieve a goal.**

  **Example Actions**
  - Initiates giving and receiving information, facilitating communications among the group.
  - Resolves conflicts by advocating for and engaging in compromise.
  - Engages in the development of relationships.
  - Prioritizes group goals while recognizing individual interests.
  - Demonstrates willingness to come to agreement with others.
  - Uses technology effectively to foster communication and teamwork.

These five competency areas have been developed using multiple methods of systematically collecting and processing stakeholder feedback. Stakeholders included students, faculty, staff, administration, employers and industry groups. Details regarding these methods and their results are available through the Northeast Resiliency Consortium. This version of the model is designed to be used in conjunction with implementation plans for Fall 2015.

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Integrating Resiliency Competencies

- Course Objectives
- Learning Outcomes
- Instruction
- Learning Activities
- Assessments
Resiliency Competencies

• Interconnect
• Overlap
• Support each other
• Build upon each other
# Northeast Resiliency Consortium Resiliency Competency Model

**Resiliency:** Resiliency is an individual's persistent development and application of knowledge, skills, and resources that effectively help one adapt to change and overcome adversity

<table>
<thead>
<tr>
<th>CRITICAL THINKING</th>
<th>ADAPTABILITY</th>
<th>SELF-AWARENESS</th>
<th>REFLECTIVE LEARNING</th>
<th>COLLABORATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposeful use of reasoning to identify strengths and weaknesses of alternative approaches in diverse situations.</td>
<td>Successful adjustment to a variety of positive and negative conditions and circumstances.</td>
<td>Clear understanding of one's qualities, characteristics, strengths and weaknesses, and how they impact one's self and others.</td>
<td>Integration and application of prior and current learning to new situations.</td>
<td>Works with others to achieve a goal.</td>
</tr>
</tbody>
</table>
| **Example actions** | **AD1** Demonstrates curiosity, flexibility and openness to change  
**AD2** Pursues alternative solutions, including effective use of technology  
**AD3** Acknowledges when change is needed and takes proper action | **SA1** Engages in self-assessment and introspection, recognizing one's own emotions  
**SA2** Identifies potential barriers (e.g., physical, emotional, and psychological)  
**SA3** Makes confident, committed, and motivated choices  
**SA4** Asks for support when appropriate | **RL1** Describes own best learning strategies  
**RL2** Builds on prior knowledge and experiences with current knowledge  
**RL3** Determines what learning is needed to move forward  
**RL4** Learns from the effects of one's actions and makes improvements | **Example actions** |
| **CT1** Focuses on relevant and unique factors | **CT2** Analyzes situations for opportunities and challenges | **CT3** Identifies current resources and evaluates the gaps in needed resources | **CT4** Proposes alternative options and strategies using analysis and evaluation | **CT5**Makes informed decisions |

**Note:** The two-letter/number codes refer to the example actions for each competency. These codes will be used throughout the Guidebook to represent these example actions.
## Resiliency Outcomes Matrix

<table>
<thead>
<tr>
<th>Example Actions</th>
<th>Resiliency Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking (CT)</td>
<td>CT1, CT2, CT3, CT4, CT5</td>
</tr>
<tr>
<td>Adaptability (AD)</td>
<td>CT2, CT3, CT4</td>
</tr>
<tr>
<td>Self-Awareness (SA)</td>
<td>CT1, CT2</td>
</tr>
<tr>
<td>Reflective Learning (RL)</td>
<td>CT1, CT2, CT4</td>
</tr>
<tr>
<td>Collaboration (CO)</td>
<td>CT2, CT3, CT4</td>
</tr>
</tbody>
</table>

**Critical Thinking (CT):**
- CT1, CT2, CT3, CT4, CT5

**Adaptability (AD):**
- AD1, AD2, AD3

**Self-Awareness (SA):**
- SA1, SA2, SA3, SA4

**Reflective Learning (RL):**
- RL1, RL2, RL3, RL4

**Collaboration (CO):**
- CO1, CO2, CO3, CO4, CO5, CO6
<table>
<thead>
<tr>
<th>CRITICAL THINKING</th>
<th>ADAPTABILITY</th>
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</thead>
<tbody>
<tr>
<td>Example actions</td>
<td>Example actions</td>
<td>Example actions</td>
<td>Example actions</td>
<td>Example actions</td>
</tr>
<tr>
<td>CT1 Focuses on relevant and unique factors</td>
<td>AD2 Pursues alternative solutions, including effective use of technology</td>
<td>SA2 Identifies potential barriers (e.g., physical, emotional, and psychological)</td>
<td>RL2 Builds on prior knowledge and experiences with current knowledge</td>
<td>CO2 Resolves conflicts by advocating for and engaging in compromise</td>
</tr>
<tr>
<td>CT2 Analyzes situations for opportunities and challenges</td>
<td>AD3 Acknowledges when change is needed and takes proper action</td>
<td>SA3 Makes confident, committed, and motivated choices</td>
<td>RL3 Determines what learning is needed to move forward</td>
<td>CO4 Prioritizes group goals while recognizing individual interests</td>
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<tr>
<td>CT3 Identifies current resources and evaluates the gaps in needed resources</td>
<td></td>
<td>SA4 Asks for support when appropriate</td>
<td>RL4 Learns from the effects of one’s actions and makes improvements</td>
<td></td>
</tr>
<tr>
<td>CT4 Proposes alternative options and strategies using analysis and evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CT5 Makes informed decisions</td>
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</tbody>
</table>

While engaging in critical thinking, other resiliency competencies are also being engaged.
Step-by-step Processes

1. Identify your course objectives and learning outcomes
   - What are you teaching?
   - What are the objectives?
   - What are the expected learning outcomes?

See Section III – Learning Objectives and Outcomes, p. 34
Step-by-step Processes

2. Determine which of the resiliency competencies align with the course objectives and learning outcomes
   – Which resiliency competencies and example actions are being addressed?

See Section II – Using the Resiliency Outcomes Matrix, p. 15
3. Complete the Curriculum Alignment Table

The Curriculum Alignment Table provides a clear, big-picture view of the curriculum and where and how the resiliency competencies are Integrated.

See Section II – Curriculum Alignment Table, p. 22
## Curriculum Alignment Table

<table>
<thead>
<tr>
<th>Learning or Skill Objectives</th>
<th>Course Content</th>
<th>Activities &amp; Assignments</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What individuals are to learn (indicate related resiliency competencies)</td>
<td>What the instructor provides before and after the activities and assignments (indicate related resiliency competencies)</td>
<td>The tasks involved to learn the objectives (indicate related resiliency competencies)</td>
<td>How you know that an individual has learned the objectives (indicate related resiliency competencies)</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>etc.</td>
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</tbody>
</table>
Step-by-step Processes

4. Complete the Instructional Design Table

The Instructional Design Table provides a more in-depth plan of how the resiliency competencies are integrated at all levels: instruction, student activities and assignments, and assessments.

See Section II – Instructional Design Table, p. 28
Instructional Design Table

Three sections provide a map to align everything and integrated the resiliency competencies:

1. Objectives and Outcomes
2. Instructional and Student Activities
3. Assessments
**Section 1: Course Objectives and Learning Outcomes**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Learning Outcomes</th>
<th>Resiliency Competencies</th>
<th>Example Actions</th>
<th>Resiliency Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Critical Thinking</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Collaboration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Design Table

**Section 2: Instructional and Student Activities**

<table>
<thead>
<tr>
<th>Instructional Activities</th>
<th>Student Activities</th>
<th>Products/Results/Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Tasks</td>
<td>Group Tasks</td>
<td></td>
</tr>
<tr>
<td>Products/Results/Artifacts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Expands the Curriculum Alignment Table
Section 3: Assessment Strategies

<table>
<thead>
<tr>
<th>Assessment Strategies</th>
<th>Assessment Components Mapped to the Resiliency Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

Expands the Curriculum Alignment Table

REMEMBER: The Resiliency Competencies are mapped in all sections!
Step 5: Enjoy teaching and working with your students and watching the resiliency competencies grow!
Design Lab and Action Workshop

1. Complete a curriculum alignment table together

2. Expand on the curriculum alignment table by completing the instructional design table together
Design Lab and Action Workshop

1. Decide what type of curriculum you would like to develop.

2. Break into groups interested in working on similar curriculum.

3. Work together to complete a curriculum alignment table.
Next Steps at Your Institution (10 min.)

- Who needs to be involved? Are these existing or new partners?
- What resources do you need to implement integrating resiliency competencies?
- List two metrics that will show success.
- How long will it take to implement and evaluate teaching resilience?
Closing Remarks

• Building a participatory process builds community
• Engaging faculty
• Linking resiliency competency model to existing training
• Storytelling and impact
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