



## ASCA STUDENT STANDARDS: PROGRAM PLANNING TOOL

This form is a tool that can be used to assist you in planning your overall guidance curriculum.

<b>ACADEMIC DEVELOPMENT DOMAIN</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Standard A:</b> Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.				
<b>Competency A1 Improve Academic Self-concept</b>				
A:A1.1 articulate feelings of competence and confidence as learners				
A:A1.2 display a positive interest in learning				
A:A1.3 take pride in work and achievement				
A:A1.4 accept mistakes as essential to the learning process				
A:A1.5 identify attitudes and behaviors which lead to successful learning				
<b>Competency A2 Acquire Skills for Improving Learning</b>				
A:A2.1 apply time management and task management skills				
A:A2.2 demonstrate how effort and persistence positively affect learning				
A:A2.3 use communications skills to know when and how to ask for help when needed				
A:A2.4 apply knowledge and learning styles to positively influence school performance				
<b>Competency A3 Achieve School Success</b>				
A:A3.1 take responsibility for their actions				
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students				
A:A3.3 develop a broad range of interest and abilities				
A:A3.4 demonstrate dependability, productivity, and initiative				
A:A3.5 share knowledge				
<b>Standard B:</b> Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.				
<b>Competency B1 Improve Learning</b>				
A:B1.1 demonstrate the motivation to achieve individual potential				
A:B1.2 learn and apply critical thinking skills				
A:B1.3 apply the study skills necessary for academic success at each level				
A:B1.4 seek information and support from faculty, staff, family and peers				
A:B1.5 organize and apply academic information from a variety of sources				
A:B1.6 use knowledge of learning styles to positively influence school performance				
A:B1.7 become a self-directed and independent learner				

## ASCA Student Standards: Program Planning Tool

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<b>Competency B2 Plan to Achieve Goals</b>				
A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school				
A:B2.2 use assessment results in educational planning				
A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement				
A:B2.4 apply knowledge of aptitudes and interests to goal setting				
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals				
A:B2.6 understand the relationship between classroom performance and success in school				
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities				
<b>STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.</b>				
<b>Competency C1 Relate School to Life Experience</b>				
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life				
A:C1.2 seek co-curricular and community experiences to enhance the school experience				
A:C1.3 understand the relationship between learning and work				
A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals				
A:C1.5 understand that school success is the preparation to make the transition from student to community member				
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities				

<b>CAREER DEVELOPMENT DOMAIN</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</b>				
<b>Competency A:1 Develop Career Awareness</b>				
C:A1.1 develop skills to locate, evaluate, and interpret career information				
C:A1.2 learn about the variety of traditional and nontraditional occupations				
C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations				
C:A1.4 learn how to interact and work cooperatively in teams				
C:A1.5 learn to make decisions				
C:A1.6 learn how to set goals				
C:A1.7 understand the importance of planning				
C:A1.8 pursue and develop competency in areas of interest				
C:A1.9 develop hobbies and vocational interests				
C:A1.10 balance between work and leisure time				

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<b>Competency A:2 Develop Employment Readiness</b>				
C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills				
C:A2.2 apply job readiness skills to seek employment opportunities				
C:A2.3 demonstrate knowledge about the changing workplace				
C:A2.4 learn about the rights and responsibilities of employers and employees				
C:A2.5 learn to respect individual uniqueness in the workplace				
C:A2.6 learn how to write a resume				
C:A2.7 develop a positive attitude toward work and learning				
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace				
C:A2.9 utilize time and task-management skills				
<b>STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.</b>				
<b>Competency B:1 Acquire Career Information</b>				
C:B1.1 apply decision making skills to career planning, course selection, and career transition				
C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice				
C:B1.3 demonstrate knowledge of the career planning process				
C:B1.4 know the various ways in which occupations can be classified				
C:B1.5 use research and information resources to obtain career information				
C:B1.6 learn to use the internet to access career planning information				
C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice				
C:B1.8 understand how changing economic and societal needs influence employment trends and future training.				
<b>Competency B:2 Identify Career Goals</b>				
C:B2.1 demonstrate awareness of the education and training needed to achieve career goals				
C:B2.2 assess and modify their educational plan to support career				
C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience.				
C:B2.4 select course work that is related to career interests				
C:B2.5 maintain a career planning portfolio				

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<b>STANDARD C:</b> Students will understand the relationship between personal qualities, education, training, and the world of work.				
<b>Competency C:1 Acquire Knowledge to Achieve Career Goals</b>				
C:C1.1 understand the relationship between educational achievement and career success				
C:C1.2 explain how work can help to achieve personal success and satisfaction				
C:C1.3 identify personal preferences and interests which influence career choice and success				
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills				
C:C1.5 describe the effect of work on lifestyle				
C:C1.6 understand the importance of equity and access in career choice				
C:C1.7 understand that work is an important and satisfying means of personal expression				
<b>Competency C2 Apply Skills to Achieve Career Goals</b>				
C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals				
C:C2.2 learn how to use conflict management skills with peers and adults				
C:C2.3 learn to work cooperatively with others as a team member				
C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences				

<b>PERSONAL/SOCIAL DOMAIN</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>STANDARD A:</b> Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.				
<b>Competency A1 Acquire Self-Knowledge</b>				
PS:A1.1 develop positive attitudes toward self as a unique and worthy person				
PS:A1.2 identify values, attitudes and beliefs				
PS:A1.3 learn the goal-setting process				
PS:A1.4 understand change is a part of growth				
PS:A1.5 identify and express feelings				
PS:A1.6 distinguish between appropriate and inappropriate behavior				
PS:A1.7 recognize personal boundaries, rights, and privacy needs				
PS:A1.8 understand the need for self-control and how to practice it				
PS:A1.9 demonstrate cooperative behavior in groups				
PS:A1.10 identify personal strengths and assets				
PS:A1.11 identify and discuss changing personal and social roles				
PS:A1.12 identify and recognize changing family roles				

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<b>PERSONAL/SOCIAL DOMAIN</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Competency A2 Acquire Interpersonal Skills</b>				
PS:A2.1 recognize that everyone has rights and responsibilities				
PS:A2.2 respect alternative points of view				
PS:A2.3 recognize, accept, respect and appreciate individual differences				
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity				
PS:A2.5 recognize and respect differences in various family configurations				
PS:A2.6 use effective communications skills				
PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior				
PS:A2.8 learn how to make and keep friends				
<b>STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.</b>				
<b>Competency B1 Self-Knowledge Application</b>				
PS:B1.1 use a decision-making and problem-solving model				
PS:B1.2 understand consequences of decisions and choices				
PS:B1.3 identify alternative solutions to a problem				
PS:B1.4 develop effective coping skills for dealing with problems				
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions				
PS:B1.6 know how to apply conflict resolution skills				
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences				
PS:B1.8 know when peer pressure is influencing a decision				
PS:B1.9 identify long- and short-term goals				
PS:B1.10 identify alternative ways of achieving goals				
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills				
PS:B1.12 develop an action plan to set and achieve realistic goals				
<b>STANDARD C: Students will understand safety and survival skills.</b>				
<b>Competency C1 Acquire Personal Safety Skills</b>				
PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)				
PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual				
PS:C1.3 learn about the differences between appropriate and inappropriate physical contact				
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy				
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help				
PS:C1.6 identify resource people in the school and community, and know how to seek their help				
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices				
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse				
PS:C1.9 learn how to cope with peer pressure				
PS:C1.10 learn techniques for managing stress and conflict				
PS:C1.11 learn coping skills for managing life events				



# ASCA Mindsets & Behaviors for Student Success:

## K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

### Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

### Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

#### Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

*Academic Development* – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

*Career Development* – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

*Social/Emotional Development* – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

#### Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

**Category 1: Mindset Standards** – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

**Category 2: Behavior Standards** – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

**a. Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

**b. Self-management Skills:** Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

**c. Social Skills:** Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

## The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

*Each of the following standards can be applied to the academic, career and social/emotional domains.*

### Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

### Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

## Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing on standards

and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

## ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at [www.schoolcounselor.org/studentcompetencies](http://www.schoolcounselor.org/studentcompetencies). School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

## Citation Guide

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## Resources Used in Development of ASCA Mindsets & Behaviors

The following documents were the primary resources that informed ASCA Mindsets & Behaviors.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
ASCA National Standards for Students	American School Counselor Association	Describes the knowledge, attitudes and skills students should be able to demonstrate as a result of the school counseling program.
AVID Essentials at a Glance	AVID	Promotes a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready, and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Collaborative Counselor Training Initiative	SREB	Offers online training modules for middle grades and high school counselors that can improve their effectiveness in preparing all students for college, especially those from low-income families who would be first-generation college students.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Eight Components of College and Career Readiness Counseling	College Board	Presents a comprehensive, systemic approach for school counselors to use to inspire and prepare all students for college success and opportunity, especially students from underrepresented populations.
English Language Arts Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the English Language Arts Certificate.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
NETS for Students 2007	International Society for Technology in Education	Describes the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.
Ramp-Up to Readiness	University of Minnesota	Provides a schoolwide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills and habits necessary for success in a high-quality college program.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.