

# Draft of the ASCA Mindsets and Behaviors for Student Success:

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

The ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student describe the knowledge, skills and attitudes that 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.

ASCA Mindsets and Behaviors 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.

School-specific competencies and indicators from the ASCA Mindsets and Behaviors are the foundation for classroom lessons, small groups and activities within a school counseling program. The competencies and indicators directly reflect the school counseling program, mission and goals. The ASCA Mindsets and Behaviors are aligned with district, state and national documents to reflect the district's local priorities.

### The Revision Process

The ASCA Mindsets and Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies with an impact on student achievement and academic performance. These documents, listed at the end of this document, were crosswalked by representatives of national education organizations to determine the broadest content of behaviors, skills, attitudes and strategies students need to achieve the academic content standards for college and career readiness. The crosswalk was then reorganized 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 and Behaviors are based on the evidence of the importance of these factors.

### ASCA Mindsets and Behaviors Database

The ASCA Mindsets and Behaviors will be housed in a searchable database. School counselors can search the standards by keyword to quickly and easily identify standards that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the standards by sharing other ways to meet or align with a specific standard. The database will be available in summer 2014.

### Organization of the ASCA Mindsets and Behaviors

The ASCA Mindsets and Behaviors are organized by Domains, Standards arranged within categories and subcategories and Grade-Level Competencies. Each is described below.

#### Domains

The ASCA Mindsets and Behaviors are organized in three broad domains: academic, career and social/emotional development. Social/emotional development was previously titled personal/social development, and the title of this domain was changed to align with current research and trends in education. 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:

1. *Academic Development* – Standards that guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
2. *Career Development* – Standards that guide 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 post-secondary education and/or the world of work and from job to job across the life span.
3. *Social/Emotional Development* – Standards that guide school counseling programs to help students manage emotions and learn and apply interpersonal skills.

A key change in this revision is that there are no longer separate standards for each domain. All standards can be applied to any of the three domains, and the school counselor will select a domain and standard based on the needs of the school, classroom, small group or individual.

### Standard Categories and Subcategories

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

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Document consists of 6 pages.  
Entire exhibit provided.  
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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 one has about oneself 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 good 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 one employs 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 student and teacher.

## The ASCA Mindsets and 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. Self-confidence in ability to succeed
2. Belief in development of whole self, including integration of academics with activities at school, home and the community that enhance learning and life experiences
3. Understanding that postsecondary education and life-long learning are necessary for long-term career success
4. Belief in using abilities to their fullest to achieve high-quality results and outcomes
5. 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. Demonstrate ethical decision making and social responsibility
2. Demonstrate creativity	2. Demonstrate the ability to balance school, home and community activities	2. Demonstrate professionalism
3. Use time management, organizational and study skills	3. Demonstrate personal safety skills	3. Use effective oral and written communication skills and listening skills
4. Apply self-directed learning skills	4. Demonstrate ability to work independently	4. Create positive and supportive relationships with other students
5. Apply media and technology skills	5. Demonstrate self-discipline and self-control	5. Create relationships with adults that support success
6. Identify long- and short-term academic, career and social/emotional goals	6. Demonstrate ability to delay immediate gratification for long-term rewards	6. Use leadership and teamwork skills to work effectively in diverse teams
7. Actively engage in challenging coursework	7. Identify alternative ways to achieve goals	7. Use effective collaboration and cooperation skills
8. Conduct research and gather evidence to make informed decisions	8. Demonstrate effective coping skills when faced with a problem	8. Demonstrate empathy
9. Set high goals and standards of quality	9. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	9. Demonstrate advocacy skills and ability to assert self, when necessary
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to overcome barriers to learning	
	11. Demonstrate perseverance to achieve long- and short-term goals	

## 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 are also aligned with academic content standards at the state and district level.

ASCA Mindsets and 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 the ASCA Mindsets and Behaviors in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly support academic instruction when providing individual and small-group counseling by focusing on standards and competencies that address a student's developmental needs. School counselors working in schools 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 and Behaviors as examples of alignment.

All competencies will be housed in the ASCA Mindsets and Behaviors database and are not included in this document. Competencies from the ASCA Mindsets and Behaviors directly align with English Language Arts/Literacy Standards and more broadly align with Standards for Mathematical Practice. In addition to competencies that have been aligned with Common Core Standards, the database will also be used to collect additional competencies supporting the standards, which will be submitted by professionals in the field.

Competencies have been developed for the following grade spans: K-2, 3-5, 6-8 and 9-12. The following are examples of competencies aligned to the Common Core State Standards. School counselors will use the ASCA Mindsets and Behaviors database to identify appropriate standards and competencies as well as determine alignment with the Common Core State Standards.

Grade Level	Domain	Competency	Addresses ASCA Mindsets and Behaviors <sup>1</sup>	Aligns with Common Core State Standards <sup>2</sup>
K-2	Academic	Write or tell a story or recount an experience with appropriate facts and relevant, descriptive details in coherent sentences about what academic success looks like.	MS 1, LS 1, LS 4, SMS 4, SMS 5, SS 3	SL 4, W 3, L 1, L 2, MP 6
K-2	Career	Write or tell a story or recount an experience with appropriate facts and relevant, descriptive details in coherent sentences about what career success looks like.	MS 1, LS 1, LS 4, SMS 4, SMS 5, SS 3	SL 4, W 3, L 1, L 2, MP 6
K-2	Social/Emotional	Write or tell a story or recount an experience with appropriate facts and relevant, descriptive details in coherent sentences about how it feels to be successful.	MS 1, LS 1, LS 4, SMS 4, SMS 5, SS 3	SL 4, W 3, L 1, L 2, MP 6
3-5	Academic	Speak or write about an opinion of what academic success looks like, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.	MS 1, LS 1, LS 4, SMS 4, SMS 5, SS 3	SL 4, W 3, L 1, L 2, MP 6
3-5	Career	Speak or write about an opinion of what career success looks like, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.	MS 1, LS 1, LS 4, SMS 4, SMS 5, SS 3	SL 4, W 3, L 1, L 2, MP 6
3-5	Social/Emotional	Speak or write about an opinion of what it feels like to be successful, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.	MS 1, LS 1, LS 4, SMS 4, SMS 5, SS 3	SL 4, W 3, L 1, L 2, MP 6
6-8	Academic	Present claims and findings orally or produce clear and coherent writing about how to achieve academic success in which the development, organization and style are appropriate to task, purpose and audience.	MS 1, LS 1, LS 4, SMS 4, SMS 5, SS 3	SL 4, W 4, L 1, L 2, MP 6
6-8	Career	Present claims and findings orally or produce clear and coherent writing about how to achieve career success in which the development, organization and style are appropriate to task, purpose and audience.	MS 1, LS 1, LS 4, SMS 4, SMS 5, SS 3	SL 4, W 4, L 1, L 2, MP 6
6-8	Social/Emotional	Present claims and findings orally or produce clear and coherent writing about how it feels to achieve success in which the development, organization and style are appropriate to task, purpose and audience.	MS 1, LS 1, LS 4, SMS 4, SMS 5, SS 3	SL 4, W 4, L 1, L 2, MP 6

Grade Level	Domain	Competency	Addresses ASCA Mindsets and Behaviors <sup>1</sup>	Aligns with Common Core State Standards <sup>2</sup>
9-12	Academic	Conduct research using multiple print and digital sources to write an argument to support or challenge the idea that achieving in school is important both before and after graduation. Use complete sentences to demonstrate command of standard English grammar, punctuation, spelling and usage.	LS-1, LS-2, LS-3, LS-4, LS-5, LS-6, LS-8, SMS 10, SS-4	W-1, W-7, W8 ; L-1, L-2 ; MP-1, MP-2, MP-3
9-12	Career	Conduct research using multiple print and digital sources to create a video, website or other presentation about an institute of postsecondary/higher learning, focusing on academic programs, student life, costs and financial aid and other aspects of the school. Identify and define academic or educational terms and explain their meaning in the context of the presentation.	LS-1, LS-4, LS-5, LS-6, LS-7, LS-8, LS-10, SMS-4, SS-2, SS-4,	W-7, W-8, SL-2, SL-4, SL-5 ; L-4, L-6 ; MP-5, MP-6
9-12	Social/Emotional	Use technology, including the Internet, to write a narrative essay or to publish, produce and update a narrative writing product, such as a website or blog that explores interpersonal relationships in high school. Use grammar, punctuation, spelling, style and usage appropriate for the intended audience.	LS-1, LS-2, LS-4, LS-5, LS-6, LS-7, SMS-2, SS-1, SS-4, SS-7, SS-9	W-3, W6 ; L-3 ; MP-1, MP-2

#### <sup>1</sup> ASCA Mindsets and Behaviors

MS: Mindset  
LS: Learning Strategies  
SMS: Self-Management Skills  
SS: Social Skills

#### <sup>2</sup> Common Core State Standards

W: English Language Arts Writing  
SL: English Language Arts Speaking and Listening  
L: English Language Arts Language  
MP: Mathematical Practices

### Provide Feedback to the Draft Revision

Your feedback, comments, and suggestions about the draft revision of the ASCA Mindsets and Behaviors for Student Success are welcome and appreciated. Please go to [www.schoolcounselor.org](http://www.schoolcounselor.org) by Friday, July 18, 2014, to provide feedback to the following questions.

1. What are strengths of the revised ASCA Mindsets and Behaviors?
2. What about the revised ASCA Mindsets and Behaviors will be challenging for school counselors to understand or implement?
3. What changes would you recommend?
4. What other feedback or comments would you like to provide?

## Resources Used in Development of ASCA Mindsets and Behaviors for Student Success

*The following documents were the primary resources that informed ASCA Mindsets and 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' use to inspire all students to, and prepare them 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.



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