



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.

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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. 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. |