



ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student

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Why SEL?

- SEL interventions that address the five core competencies -- **self-awareness, self-management, social awareness, relationship skills, and responsible decision-making** -- increased students' academic performance by 11 percentile points, compared to students who did not participate.
- Students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.
- About 27% more students would improve their academic performance at the end of the SEL program and 24% more would have improved social behaviors and lower levels of distress.

Source: CASEL (Collaborative for Academic, Social and Emotional Learning)

Students – particularly some of the most vulnerable – cite social and emotional problems as significant barriers to learning, doing their best, and fulfilling their potential.

Source: CASEL

School Counselor Role

- Academic Success
- Social and Emotional Learning
- College and Career Readiness

ASCA Student Standards: Mindsets & Behaviors help ensure all three.

Informed by Research and Practice

- ACT National Career Readiness Certificate
- Building Blocks for Change: What it Means to be Career Ready
- Career and Technical Education Standards (NBPTS)
- ISTE Standards for Students
- CASEL's Core Competencies
- Learning for Justice Social Justice Standards
- ACTE: What is Career Ready?

See others at www.schoolcounselor.org

Mindsets + Behaviors

Knowledge, attitudes and skills students need to achieve academic success, college and career readiness, and social/emotional development.

- **6 Mindsets:** Students' psycho-social attitudes or beliefs about themselves in relation to academic work. These make up the student's belief system as exhibited in behaviors.
- **30 Behaviors:** Behaviors commonly associated with being a successful student -- visible, outward signs that a student is engaged as well as putting forth effort to learn. The behaviors are grouped into three subcategories of Learning Strategies, Self-Management Skills, and Social Skills.

All Students; All Levels

- Apply to all grade levels; delivered in developmentally appropriate ways
- Practitioners create grade-level learning objectives – specific, measurable expectations of students as they progress toward the standards.
- All standards can be applied to all domains of academic, career, and social/emotional development

Career Development

Standards help students:

- Understand the connection between school and the world of work
- Plan for and make a successful transition from school to postsecondary education or the world of work and from job to job across the lifespan
- Develop the skills to be successful in the world of work

Mindsets

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

Behaviors: Learning Strategies

- B-LS 1. Critical-thinking skills to make informed decisions
- B-LS 2. Creative approach to learning, tasks and problem solving
- B-LS 3. Time-management, organizational and study skills
- B-LS 4. Self-motivation and self-direction for learning
- B-LS 5. Media and technology skills to enhance learning
- B-LS 6. High-quality standards for tasks and activities
- B-LS 7. Long- and short-term academic, career and social/emotional goals
- B-LS 8. Engagement in challenging coursework
- B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and [recognizing personal bias](#)
- B-LS 10. Participation in enrichment and extracurricular activities

Behaviors: Self-Management Skills

- B-SMS 1. Responsibility for self and actions
- B-SMS 2. Self-discipline and self-control
- B-SMS 3. Independent work
- B-SMS 4. Delayed gratification for long-term rewards
- B-SMS 5. Perseverance to achieve long and short-term goals
- B-SMS 6. Ability to identify and overcome barriers
- B-SMS 7. Effective coping skills
- B-SMS 8. Balance of school, home and community activities
- B-SMS 9. Personal safety skills
- B-SMS 10. Ability to manage transitions and adapt to change

Behaviors: Social Skills

- B-SS 1. Effective oral and written communication skills and listening skills
- B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
- B-SS 3. Positive relationships with adults to support success
- B-SS 4. Empathy
- B-SS 5. Ethical decision-making and social responsibility
- B-SS 6. Effective collaboration and cooperation skills
- B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
- B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
- B-SS 9. Social maturity and behaviors appropriate to the situation and environment
- B-SS 10. Cultural awareness, sensitivity and responsiveness

Equity Lens to Improve Outcomes for All

- Learning happens within the context of the school environment
- Provide curriculum and activities that ensure equitable opportunities
- Avoid reinforcing the status quo
 - Gaps in achievement, opportunity and attainment, and disproportionate rates of discipline and suspension for students of color
- Create a school culture free of bias and oppression by addressing underlying systemic issues and challenging inequitable policies and practices

Revised in 2021

- Added clarification on the competencies

- Rename to

ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Student Success

- Address diversity, equity, and inclusion



New Crosswalk

ASCA Student Standard Mindsets/Behaviors	Social Justice Standard – Diversity
B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
B-SS 1. Effective oral and written communication skills and listening skills	7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 4. Empathy	9. Students will respond to diversity by building empathy, respect, understanding and connection.
B-SS 10. Culturally aware, sensitive and responsive	10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Culturally Responsive-Sustaining Education Framework



The New York State guidelines for culturally responsive-sustaining education are grounded in a **VISION** of an education system that creates:

I. Students who experience academic success



Students are prepared for **rigor and independent learning**. Students understand themselves as contributing **members of an academically-rigorous, intellectually-challenging school and classroom community**. Students demonstrate an ability to **use critical reasoning**, take academic risks, and leverage a growth mindset to learn from mistakes. Students are **self-motivated, setting and revising academic personal goals to drive their own learning and growth**.

II. Students who are sociopolitically conscious and socioculturally responsive



Students acknowledge the **limitations of their own perspectives**. They have **empathy for others while they appreciate and respect others' differences**. They demonstrate **cooperation and teamwork, using active listening and communication skills to resolve conflict**. They use interpersonal skills to build and **maintain strong relationships, including those along lines of difference, in their class and school communities**.

III. Students who have a critical lens through which they challenge inequitable systems of access, power, and privilege.



Students bring a **critical lens** to the world as they study historical and contemporary conditions of inequity and learn from historically marginalized voices. Students learn about power and privilege in the context of various communities and are empowered as agents of positive social change.

Revised in 2021

Addressing misunderstandings

It's not...

- about what school counselors do
- about a process or a framework
- curriculum

It is...

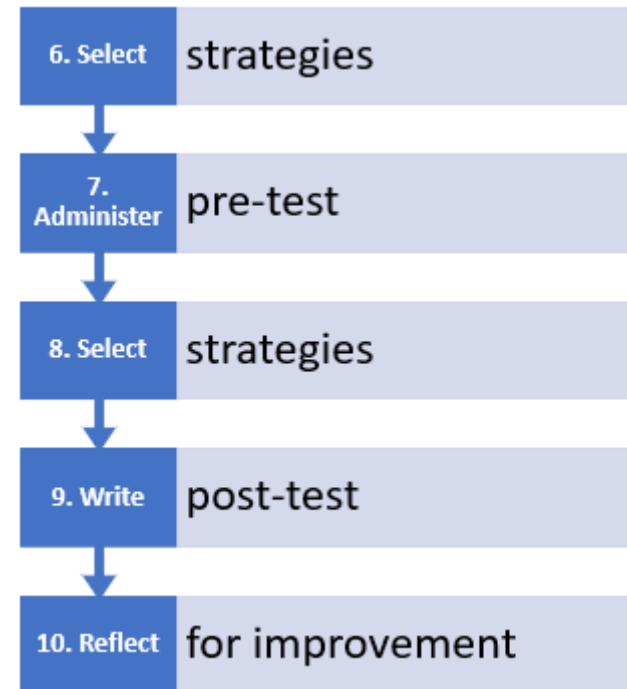
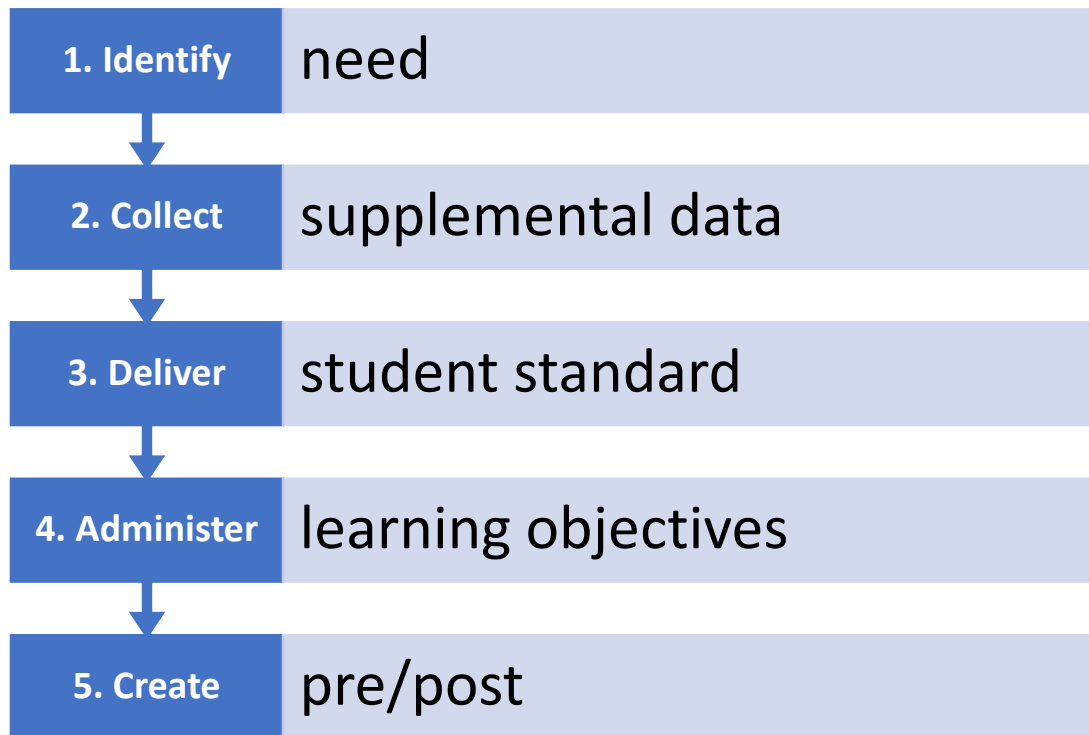
- about what students learn
- measurable at lower level

Measurability

Grade-Level Learning Objectives

Grade-Level Competencies

Implementation



ASCA Student Standards: Mindsets & Behaviors for Student Success

The [ASCA Student Standards: Mindsets & Behaviors for Student Success](#) describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The ASCA Student Standards were updated in summer 2021. [Review the changes.](#)

Download the [classroom and group Mindsets & Behaviors action plan template.](#)

ASCA Student Standards Database

Use the [ASCA Student Standards database](#) to search for learning outcomes that support the standards. Searches can be completed by keyword, grade level, domain or standard. Each learning outcome is designed to meet student developmental needs and align with academic content. The database also allows school counselors to contribute new learning outcomes that support and align with a specific standard.

Search

Submit

Submitting a Learning Objective

Submitted By:

Email:

Grade:

You may select more than one

Domain:

You may select more than one

Mindset Standards:

You may select more than one

Behavior Standards - Learning Strategies:

You may select more than one

Behavior Standards - Self-Management Skills:

You may select more than one

Optional: Alignment with Common Core State Standards for English Language Arts:

Please select just one

- 1.Critical-thinking skills to make informed decisions
- 2.Creative approach to learning, tasks and problem solving
- 3.Time-management, organizational and study skills
- 4.Self-motivation and self- direction for learning
- 5.Media and technology skills to enhance learning
- 6.High-quality standards for tasks and activities
- 7.Long- and short-term academic, career and social/emotional goals
- 8.Engagement in challenging coursework
- 9.Decision-making informed by gathering evidence, getting others' perspectives



Optional: Alignment with Common Core State Standards for English Language Arts:

Please select just one

None selected ▼

Optional: Alignment with Common Core Standards for Mathematical Practice:

You may select more than one

None selected ▼

Please enter your Learning Objective - Begin with "Students will":

Max 100 Words

Upload Any Additional Documentation:

Choose File No file chosen

Submit Your Learning Objective

Lesson Plan

ASCA Student Standards Targeted:	
Identify 1–2 student standards relevant for this targeted group and goal: <i>(Best practice = select one)</i>	
M&B#	Mindsets & Behaviors Statement
B-SS 10	Culturally aware, sensitive and responsive
B-LS 7	Long- and short-term academic, career and social/emotional goals

Lesson Plan

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: <i>(Best practice = select one)</i>		For each of the selected student standards, write or select 1–2 learning objectives
<i>M&B#</i>	<i>Mindsets & Behaviors Statement</i>	<i>Student Learning Objectives</i>
B-SS 10	Culturally aware, sensitive and responsive	Students will analyze the harmful impact of bias and injustice on the school.

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<i>M&B#</i>	<i>Mindsets & Behaviors Statement</i>	<i>Student Learning Objectives</i>
B-SS 10	Culturally aware, sensitive and responsive	Students will analyze the harmful impact of bias and injustice on the school.
B-LS 7	Long- and short-term academic, career and social/emotional goals	Students will determine three personal career possibilities and specify the relevant requirements for each.

Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides an overview of the delivery of direct services in large group (LG), classroom (Class) and small-group (SG) settings. This plan presents the topics addressed, while the annual calendar presents the schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Student Standards addressed through classroom and group activities. Although some activities address multiple standards, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all standards addressed through that activity.

School Name	Date Created	Most Recent Revision Date

Mindset Standards				
Mindset	Activity/Focus or Purpose	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being				
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment				
M 3. Positive attitude toward work and learning				



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