

# ASCA Standards, Competencies & Indicators

## Academic Development Domain

Standard		Competency		Indicator	
A-A	Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	A1	Improve Academic Self-concept	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 achievements
				A:A1.4	Accept mistakes as essential to the learning process
				A:A1.5	Identify attitudes and behaviors which lead to successful learning
		A2	Acquire Skills for Improving Learning	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
		A3	Achieve School Success	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

## ASCA Standards, Competencies and Indicators

Standard		Competency		Indicator	
<b>AB</b>	Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	B1	Improve Learning	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
		B2	Plan to Achieve Goals	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

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AC	Students will understand the relationship of academics to the world of work, and to life at home and in the community.	C1	Relate School to Life Experience	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

### Career Development Domain

Standard		Competency		Indicator	
CA	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	A:1	Develop Career Awareness	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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Standard		Competency		Indicator	
<b>CA</b>		A:2	Develop Employment Readiness	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>CB</b>	Students will employ strategies to achieve future career goals with success and satisfaction.	B:1	Acquire Career Information	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

## ASCA Standards, Competencies and Indicators

Standard		Competency		Indicator	
		B:2	Identify Career Goals	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
CC	Students will understand the relationship between personal qualities, education, training, and the world of work.	C:1	Acquire Knowledge to Achieve Career Goals	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
		C2	Apply Skills to Achieve Career Goals	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

## ASCA Standards, Competencies and Indicators

### Personal/Social Domain

Standard		Competency		Indicator	
<b>PSA</b>	Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	A1	Acquire Self-Knowledge	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
		A2	Acquire Interpersonal Skills	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

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Standard		Competency		Indicator	
<b>PSB</b>	Students will make decisions set goals, and take necessary action to achieve goals.	B1	<b>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

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Standard		Competency		Indicator	
<b>PSC</b>	Students will understand safety and survival skills.	<b>C1</b>	<b>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

# Unpacking the ASCA Standards

## Academic

	Standards	Competencies	Guided Questions	Processes & Products
A	Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	Develop and maintain a positive academic self-concept. [A-A1]	<p>What are the attitudes?            What knowledge is required?            What are the skills?            How do you know a positive academic self-concept when you see one? (List of characteristics)            What is an integrated set of learning skills?            What skills are included in the skill set?            What are the characteristics of school success?</p>	<p>Students participate in activities that focus on the knowledge, skill, and attitude requirements for their success.            Lists of requirements are developed (with student input) and documented.            Students maintain a journal/portfolio that contains these lists.            Students are encouraged to explore how well they meet the requirements, and to develop personal plans for improving</p>
Acquire and use integrated sets of learning skills (e.g., applied learning, employability). [A-A2]				
Identify and demonstrate characteristics of school success. [A-A3]				
B	Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	Explore and identify postsecondary options. [A-B1]	<p>What is required to ensure students will complete school with the academic preparation necessary to pursue secondary options of their choice?            What type of activities will enable students to explore and identify postsecondary options?            How to structure curriculum so that academic rigor and career development are both emphasized?            How do we get students involved in the decision-making processes regarding their academic preparation?</p>	<p>Students prepare an Academic Development Plan to guide their academic preparation for selected career pathways.            Students participate in activities that focus on what post-secondary options are available and how to prepare for them (e.g., interest inventories, applications for college and/or employment).</p>
Develop goals and plans for their future, including participation in decision-making processes regarding their academic preparation. [A-B2]				
C	Students will understand the relationship of academics to the world of work, and to life at home and in the community.	Investigate and describe ways in which what they are learning applies to the world of work, their home, and community. [A-C1]	What relationships between the world of work, home, and the community do you want students to investigate?	<p>Students participate in activities that relate what they are learning to work, home, and community.            Students have opportunities to describe and document examples of how what they are learning applies in their lives.            Students maintain a copy in their journal.</p>

**Career**

	<b>Standards</b>	<b>Competencies</b>	<b>Guided Questions</b>	<b>Processes &amp; Products</b>
A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Identify career interests and aptitudes. [C-A1]	How will you help students identify their career interests and aptitudes? Of what should students be aware? What are the requirements for success in a career?	Students prepare a Career Development Plan (in conjunction with their Academic Development Plan) to guide them in preparing for a career. Students participate in activities that focus on what is required for success in their careers, producing a list of the requirements. Students maintain a journal/portfolio that contains these lists. Students are encouraged to explore how well they meet the requirements, and demonstrate their progress.
		Demonstrate awareness of what is required to prepare for, and succeed in, a variety of careers. [C-A2]		
B	Students will employ strategies to achieve future career success and satisfaction.	Identify and discuss employment readiness skills (e.g., responsibility, timeliness, decision-making, research and planning, communication). [C-B1]	What are employment readiness skills? What constitutes a good plan for acquiring career information?	Students prepare a Career Development Plan to help them select and prepare for careers. Action steps for acquiring career information are part of the Career Development Plan.
		Develop, implement and evaluate a plan for acquiring career information using multiple methods (e.g., Internet, library, letter writing, phone call). [C-B2]		
C	Students will understand the relationship between personal qualities, education and training, and the world of work.	Describe their personal role and responsibilities in school and the world of work. [C-C1]	What are the personal qualities? What does it mean to be personally responsible? How does being responsible help or hurt one's career?	Students participate in activities that focus on the relationship between personal qualities, education and training, and the workplace. Students have opportunities to describe and document examples of how they manifest these qualities. Students maintain a copy in their notebook/ journal.

**Personal/Social**

	<b>Standards</b>	<b>Competencies</b>	<b>Guided Questions</b>	<b>Processes &amp; Products</b>
A	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	Discuss and give examples of the attitudes, knowledge and interpersonal skills required for respect of self and others. [PS-A1]	What are the attitudes? What knowledge is required? What are the interpersonal skills?	Students participate in activities that focus on the knowledge, skill, and attitude requirements for respecting self and others. Lists of requirements are developed (with student input) and documented. Students maintain the lists in their journals/portfolios. Students are encouraged to explore how well they meet the requirements, and to develop personal plans for improving.
B	Students will make decisions, set goals, and take necessary action to achieve goals.	Develop, implement and evaluate plans for their future. [PS-B1]	What is required to help students make decisions, set goals and take action? What are the components of a good plan?	These activities provide input into the development of the Academic and Career Development Plans.
C	Students will understand safety and survival skills.	Discuss and give examples of how they prepare for and use safety and survival skills in their lives. [PS-C1]	What are the safety skills? What are the survival skills? How do/should your students prepare?	Students participate in activities that focus on safety and survival skills. Lists of requirements are developed (with student input) and documented. Students maintain the lists in their journals/portfolios. Students are encouraged to explore how well they meet the requirements, and to develop personal plans for improving. A Personal Safety & Survival Plan is the third component of the Individualized Learning Plan required for every student.

[Source: RISCA Toolkit #2, 2007)