



Summary of the 2020–21 Revision Process of the ASCA Mindsets & Behaviors

Process

Feedback has been collected on the ASCA Mindsets & Behaviors since its release in 2014. A formal public comment for feedback was held in fall 2020. School counselors, state school counseling coordinators, district directors and school counselor educators were encouraged to provide input for the revision process.

ASCA also gathered feedback from ASCA National Model trainings implemented across the country as school counselors developed and implemented school counseling programs aligned with the ASCA National Model.

Research and standards for best practices in student achievement from a wide array of educational standards and efforts were also reviewed to inform the revision.

A final public comment is being conducted before finalizing the standards.

General Themes from Feedback

- The 35 ASCA Mindsets & Behaviors standards have been generally well-accepted.
- The competencies aligned with the standards are not well understood.
- There are misconceptions about what the standards are meant to accomplish.

Themes from Feedback about the Strengths of ASCA Mindsets & Behaviors

- Concise
- Comprehensive
- User-friendly language
- Promote school counselors' work

Themes from Feedback for Areas of Growth

- Need more concrete connection to diversity/multicultural understanding
- Need clarification on the competencies

Common Misunderstandings

Q: Are the standards about students, adults or programs?

A: The standards are about knowledge, attitudes and skills students need to be college-, career- and life-ready.

Q: Do the standards include processes or define what school counselors do?

A: No, the standards do not define any process or framework for school counseling or activities for school counselors. School counselors use data to understand student needs; identify appropriate mindsets and/or behaviors to address the needs; and provide instruction, appraisal and advisement, and counseling to help students attain the standards.

Q: Are the standards a curriculum?

A: No, the standards are the knowledge, attitudes and skills students need to be college-, career- and life-ready. School counselors determine curriculum, activities and interventions best suited to help students attain the standards.

Title Change

Based on common misunderstandings and inquiries, it became clear that not all school counselors and education stakeholders understood the Mindsets & Behaviors are standards for students. The draft title has changed to

**ASCA Student Standards: Mindsets & Behaviors for Student Success
K-12 College-, Career- and Life-Readiness
Standards for Every Student**

Changes to the Standards

- No significant change related to noncognitive factors associated with student success was found in research. The draft standards are aligned with the structure of the 2014 edition.
- Language of each standard was revised to be as concise as possible.

Mindsets

- The mindsets were reordered to be more sequential for student development.
- Sense of belonging in the school environment was clarified to better define what is meant by sense of belonging.

Behaviors

- The heading was revised to emphasize the importance of school counselors providing culturally sustaining direct student services to help students attain the standards.
- B-LS 2. This standard on student creativity was clarified to apply to learning, tasks and problem solving.

- B-LS 9. The phrase “recognizing personal bias” was added to the standard as an important factor of decision-making.
- B-SS. 2. The standard was clarified to emphasize that positive relationships with others includes students who are similar to and different from them.
- B-SS. 10. A new standard was added to emphasize the importance of helping students develop cultural awareness, sensitivity and responsiveness.

Changes to Competencies

Feedback was clear that the competencies are not well-understood. The 2021 draft replaces competencies with learning objectives to better align with school counselor training and simplify school counselors’ efforts to implement the standards. The competencies database will be revised to become a learning

objective database, and each learning objective will begin with the stem “Students will…” Alignment with the Common Core State Standards will be optional, but school counselors are still encouraged to align academic standards at the state and district level.

ASCA Student Standards Crosswalk

The ASCA Student Standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. The primary resources are listed on the draft document.

The 2018 Social Justice Standards: The Teaching Tolerance Anti-Bias Framework, was added as a primary source to inform the 2021 revision. A crosswalk of two sets of standards is below.

ASCA Student Standards Crosswalk with Teaching Tolerance Social Justice Standards

ASCA Student Standard Mindsets/Behaviors	Social Justice Standard – Identity
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	1. Students will develop positive social identities based on their membership in multiple groups in society. 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. 3. Students will recognize that people’s multiple identities interact and create unique and complex individuals. 4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
B-SS 10. Culturally aware, sensitive and responsive	5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

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.

ASCA Student Standard Mindsets/Behaviors	Social Justice Standards – Justice
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
B- SS 8. Advocacy skills for self and others and ability to assert self when necessary B-SS 10. Culturally aware, sensitive and responsive	12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
B-SS 10. Culturally aware, sensitive and responsive	13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
B-SS 10. Culturally aware, sensitive and responsive	14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
B-SS 10. Culturally aware, sensitive and responsive	15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ASCA Student Standard Mindsets/Behaviors	Social Justice Standards – Action
B-SS 4. Empathy B-SS 8. Advocacy skills for self and others and ability to assert self when necessary	16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
B-SS 8. Advocacy skills for self and others and ability to assert self when necessary B-SS 1. Effective oral and written communication skills and listening skills	18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
B-LS 9. Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias B-SS 8. Advocacy skills for self and others and ability to assert self when necessary	19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
B-LS 7. Long- and short-term academic, career and social/ emotional goals B-SS 9. Social maturity and behaviors that are appropriate to the situation and environment	20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.