



# ISCA Student Standards

REVISED 2022

## What Are the ISCA Student Standards?

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The ISCA Student Standards are internationally recognized content standards for students that guide schools by outlining the specific knowledge, attitudes, and skills that students should be able to demonstrate as the result of an effective Social-Emotional Learning (SEL) program.

In May 2022, ISCA revised the ISCA Student Standards to achieve the following goals:

- more clearly articulate the dispositions, knowledge, and skills that prepare students for post-secondary education, future careers, and global citizenship
- promote equity, reduce harm, and improve access for all students
- recognize identity development as part of the Global Perspective Domain, now called Global Perspective and Identity Development Domain
- reflect the ideas of the internationally recognized and evidence-based Social-Emotional Learning (SEL) competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL)

## Why Are the ISCA Student Standards Important?

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The ISCA Student Standards help schools to prioritize the content that is taught and assessed within and across the school's curriculum. These standards serve as the foundation for classroom lessons, small groups, and activities within a school's SEL program. They directly reflect the school's mission and goals.

Students learn best in environments that are validating, respectful, supportive, inclusive, and safe. Implementing the ISCA Student Standards through the lens of equity and inclusivity is essential to improving outcomes for all students and fostering a safe school culture free of bias and oppression.

Consistent standards that are adopted by international schools around the world promote equity and provide teachers, parents, and students with clear expectations to ensure that all students acquire the skills, attitudes, and knowledge necessary to succeed in life upon graduation from high school, regardless of where they received their Nursery–Grade 12 education.

## Who Is Responsible for Delivering These Standards in a School?

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The standards are designed to be adopted school-wide and integrated within and across the curriculum. While school counselors play a vital role in the development of these skills and competencies, it is essential to recognize that SEL skills are best developed through a comprehensive approach.

The most effective approach is a school-wide one, in which everyone—from teachers and counselors to school leaders and caregivers—has different roles but a shared responsibility for fostering these skills across disciplines. Therefore, we believe that delivering SEL is a whole-school effort and a collective responsibility, ensuring that every student benefits from a consistent and supportive learning environment.

The infographic below highlights the four main domains of the ISCA Student Standards and the specific standards within each domain. It illustrates how these components collectively support the development of essential life skills.

## DEVELOPING LIFE SKILLS

*ISCA Student Standards*

### Social-Emotional

- Social and Self-Awareness
- Relationships
- Decision-Making
- Personal Safety

### Academic

- Self-Awareness
- Effective Learning
- Self-Directed Learning & Agency
- Planning & Goal Setting
- School-to-Life Experiences



### Global Perspective & Identity Development

- Cultural Knowledge & Awareness
- Cultural Competency
- Identity Development
- Cultural Identity
- Advocacy & Equity
- Transitions
- Adaptability

### Career

- Self-Exploration
- Career Research
- Post-Secondary Career Planning

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# ISCA Student Standards

Updated: May 2022

## Social-Emotional

**Standard A: Students will demonstrate the dispositions, knowledge, and skills to develop and maintain positive relationships with self and others**

### Competency A1 ~ Social & Self-Awareness

- |                 |   |
|-----------------|---|
| <b>SE:A1:1</b>  | Identify personal values, attitudes, and beliefs  |
| <b>SE:A1:2</b>  | Identify and express feelings and emotions  |
| <b>SE:A1:3</b>  | Develop self-awareness and self-management skills essential for mental health           |
| <b>SE:A1:4</b>  | Take action (individually or with support) to positively impact their own mental health |
| <b>SE:A1:5</b>  | Describe the relationship between feelings and behavior                                 |
| <b>SE:A1:6</b>  | Develop healthy ways to identify, express, and respond to one's emotions                |
| <b>SE:A1:7</b>  | Identify personal and social identities   |
| <b>SE:A1:8</b>  | Accept constructive feedback from others and use it to learn and grow                   |
| <b>SE:A1:9</b>  | Identify long- and short-term goals   |
| <b>SE:A1:10</b> | Develop an action plan to achieve personal goals  |
| <b>SE:A1:11</b> | Identify strategies to cope with loss and grief   |
| <b>SE:A1:12</b> | Recognize that everyone has rights and responsibilities                                 |
| <b>SE:A1:13</b> | Identify the signs of stress and use techniques for reducing stress                     |
| <b>SE:A1:14</b> | Describe the growth and development process   |

### Competency A2 ~ Relationships

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|----------------|--|
| <b>SE:A2:1</b> | Make and maintain healthy relationships, including friendships, to promote mental health                                       |
| <b>SE:A2:2</b> | Develop essential components of healthy relationships, including empathy, respect, compassion, and acceptance of differences   |
| <b>SE:A2:3</b> | Use effective oral and written communication skills, including active listening skills and both verbal and nonverbal behaviors |
| <b>SE:A2:4</b> | Engage with opposing perspectives in a respectful manner   |
| <b>SE:A2:5</b> | Demonstrate effective conflict resolution skills   |
| <b>SE:A2:6</b> | Differentiate between situations requiring peer support and situations requiring adult or professional help                    |
| <b>SE:A2:7</b> | Identify strengths, assets, and areas for self improvement in relation to working collaboratively                              |
| <b>SE:A2:8</b> | Develop strategies to cope with social pressure and refrain from applying pressure to others                                   |

**Standard B: Students will make decisions, solve problems, set goals, and take necessary action to achieve personal goals**

### Competency B1 ~ Decision Making

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|----------------|---|
| <b>SE:B1:1</b> | Develop effective coping skills to manage challenges  |
| <b>SE:B1:2</b> | Analyze the relationship between choices and their outcomes and identify strategies to recover from negative consequences |
| <b>SE:B1:3</b> | Apply effective problem-solving and responsible decision-making skills to make safe and healthy choices                   |



<b>SE:B1:4</b>	Accept responsibility for own decisions and modify behavior accordingly
<b>SE:B1:5</b>	Demonstrate when, where, and how to seek support for solving problems and making decisions
<b>SE:B1:6</b>	Recognize when social pressure is influencing a personal decision
<b>Standard C: Students will demonstrate personal safety skills</b>	
<b>Competency C1 ~ Personal Safety</b>	
<b>SE:C1:1</b>	State knowledge of personal contact information
<b>SE:C1:2</b>	Develop skills to utilize personal and community resources related to mental health
<b>SE:C1:3</b>	Recognize and advocate for personal boundaries, rights, and privacy needs
<b>SE:C1:4</b>	Examine the relationship between rules, laws, safety, and the protection of human rights of the individual
<b>SE:C1:5</b>	Distinguish between safe and unsafe physical contact and identify ways to respond to unsafe situations
<b>SE:C1:6</b>	State the legal consequences for substance use, sexual activity, marriage, etc according to the country they live in
<b>SE:C1:7</b>	Explain the concept of consent and how it relates to setting and respecting boundaries
<b>SE:C1:8</b>	Demonstrate digital citizenship focusing on Internet safety skills
<b>SE:C1:9</b>	Explain the emotional and physical dangers of substance use and dependency
<b>SE:C1:10</b>	Identify trusted adults in the school and community and know how, when, and where to ask for help for self and others

## Global Perspective and Identity Development

<b>Standard A: Students will demonstrate the dispositions, knowledge, and skills needed to be culturally competent global citizens</b>	
<b>Competency A1 ~ Cultural Knowledge and Awareness</b>	
<b>GP:A1:1</b>	Explain the various definitions of “home,” which can include countries, cultures, or places
<b>GP:A1:2</b>	Differentiate between surface culture and deep culture
<b>GP:A1:3</b>	Explore how cultural traditions impact one’s identity
<b>GP:A1:4</b>	Examine the various conceptual constructs of culture
<b>GP:A1:5</b>	Examine the ways in which cultural values and beliefs may conflict
<b>GP:A1:6</b>	Explain the ways in which values and beliefs may motivate behavior
<b>GP:A1:7</b>	Examine the impact that cultural values may have on the privilege or marginalization of groups
<b>GP:A1:8</b>	Examine prejudices and biases
<b>GP:A1:9</b>	Engage in local cultures and languages where they live
<b>Competency A2 ~ Cultural Competency</b>	
<b>GP:A2:1</b>	Describe personal values and beliefs
<b>GP:A2:2</b>	Identify shared values between self and others
<b>GP:A2:3</b>	Articulate their positionality within the given context to better understand a situation

<b>GP:A2:4</b>	Engage in perspective-taking to consider multiple interpretations of situations
<b>GP:A2:5</b>	Distinguish between intent and impact with relation to behaviors and communication
<b>GP:A2:6</b>	Accept feedback as a means to personal growth with regards to understanding other perspectives
<b>Standard B: Students will examine the complexity of identity development and the impact identity has on relationships with others</b>	
<b>Competency B1 ~ Identity Development</b>	
<b>GP:B1:1</b>	Explain how identities develop
<b>GP:B1:2</b>	Examine the multiple elements that comprise identity and how these are influenced by cultural contexts
<b>GP:B1:3</b>	Analyze the complexity of a person's identity in relation to the concept of intersectionality
<b>GP:B1:4</b>	Articulate their unique history and experiences
<b>GP:B1:5</b>	Identify their positionality with regards to various identity markers
<b>GP:B1:6</b>	Reflect on their experiences with privilege and marginalization
<b>GP:B1:7</b>	Reflect on how their identity interacts with identities of others to impact personal relationships and life experiences
<b>Competency B2 ~ Cultural Identity</b>	
<b>GP:B2:1</b>	Examine family as a social construct
<b>GP:B2:2</b>	Analyze the impact of family on cultural identity
<b>GP:B2:3</b>	Examine cultural identity of their family and the impact this has on identity development
<b>GP:B2:4</b>	Define what it means to belong
<b>GP:B2:5</b>	Define "cross-cultural kid," "third-culture kid," and "global nomad"
<b>GP:B2:6</b>	Compare and contrast their cultural identity to the cultural identities of others
<b>GP:B2:7</b>	Use self awareness to effectively navigate settings with diverse individuals and groups
<b>Standard C: Students will advocate for a world where all identities are affirmed and validated</b>	
<b>Competency C1 ~ Advocacy and equity</b>	
<b>GP:C1:1</b>	Explore perspectives of others, particularly those of historically unrepresented groups
<b>GP:C1:2</b>	Advocate for the rights of others
<b>GP:C1:3</b>	Take responsibility to learn about inequity in their community
<b>GP:C1:4</b>	Advocate for greater equity in their community
<b>Standard D: Students will demonstrate the dispositions, knowledge, and skills to manage transition effectively</b>	
<b>Competency D1 ~ Transitions</b>	
<b>GP:D1:1</b>	Identify various types of transitions that occur throughout a lifespan
<b>GP:D1:2</b>	Recognize the personal nature of the transition experience
<b>GP:D1:3</b>	Demonstrate awareness of cultural adjustment
<b>GP:D1:4</b>	Articulate a model of transition and apply it to their own experience
<b>GP:D1:5</b>	Develop strategies to care for self and others during times of transition

### Competency D2 ~ Adaptability

<b>GP:D2:1</b>	Use knowledge of the transition process to enhance communication, inform decisions, and build relationships with others
<b>GP:D2:2</b>	Establish positive routines and structures to support healthy transitions
<b>GP:D2:3</b>	Explore the complex feelings and emotions associated with transition
<b>GP:D2:4</b>	Explain the importance of time needed to adapt to major transitions
<b>GP:D2:5</b>	Develop strategies to care for self and others during times of transition
<b>GP:D2:6</b>	Manage the potential stress and loss associated with transition events
<b>GP:D2:7</b>	Establish strategies to stay connected with others during and after transition

## Academic

**Standard A: Students will demonstrate the dispositions, knowledge, and skills that contribute to effective learning in school and throughout life**

### Competency A1 ~ Self-Awareness as a Learner

<b>A:A1:1</b>	Display a positive disposition toward learning and willingness to embrace new ideas, challenges, and/or learning opportunities
<b>A:A1:2</b>	Identify and apply attitudes, behaviors, and strategies which lead to successful learning
<b>A:A1:3</b>	Articulate self-efficacy as a learner
<b>A:A1:4</b>	Use mistakes as opportunities for growth in the learning process
<b>A:A1:5</b>	Take pride in work and achievement
<b>A:A1:6</b>	Use self-awareness to build on personal strengths and take steps to meet challenges

### Competency A2 ~ Effective Learning

<b>A:A2:1</b>	Apply critical-thinking skills
<b>A:A2:2</b>	Apply time management skills to use time productively and accomplish tasks by deadlines
<b>A:A2:3</b>	Demonstrate the ability to persist with tasks when faced with challenges and adapt approach to achieve objectives/goals
<b>A:A2:4</b>	Fulfill individual role and responsibilities when working within a group through cooperation and compromise
<b>A:A2:5</b>	Produce original work and exercise academic honesty

**Standard B: Students will apply future-ready skills in preparation for a variety of post-secondary paths including college and career**

### Competency B1 ~ Self-Directed Learning and Student Agency

<b>A:B1:1</b>	Develop own personal approach to learning, including application of organizational and study skills
<b>A:B1:2</b>	Identify creative approaches to learning and tasks
<b>A:B1:3</b>	Demonstrates independence as a self-directed learner
<b>A:B1:4</b>	Demonstrate the motivation and resilience to achieve and sustain individual potential

<b>A:B1:5</b>	Demonstrate an active role in deciding what and how they will learn
<b>A:B1:6</b>	Assess the task at hand and evaluate the level of knowledge and skills needed to accomplish the task
<b>A:B1:7</b>	Apply decision-making protocols that are informed by data gathered from a variety of reliable and relevant sources
<b>A:B1:8</b>	Use communication skills to self advocate and seek help as a reflective learner

#### Competency B2 ~ Planning and Goal Setting

<b>A:B2.1</b>	Develop and implement an annual plan of study to maximize academic ability and achievement
<b>A:B2.2</b>	Use assessment tools to guide goal setting and educational planning
<b>A:B2.3</b>	Establish attainable long- and short-term goals
<b>A:B2.4</b>	Choose and implement specific strategies that will lead to goal attainment
<b>A:B2.5</b>	Monitor progress toward goals and use problem-solving strategies to adjust approach when necessary
<b>A:B2.6</b>	Reflect on learning and self-assess areas of strengths and areas for growth

#### Standard C: Students will make connections between school and life experiences

##### Competency C1 ~ School to Life Experience

<b>A:C1:1</b>	Examine the relationship between school success/academic achievement and future career success
<b>A:C1:2</b>	Articulate the value of lifelong learning as it pertains to seeking, obtaining, and maintaining life goals
<b>A:C1:3</b>	Explain how the skills learned in school apply to post-secondary and career readiness
<b>A:C1:4</b>	Seek co-curricular and community experiences to develop a broad range of interests in abilities
<b>A:C1:5</b>	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

## Career

#### Standard A: Students will research and anticipate potential career paths that align with their abilities and personal interests

##### Competency A1 ~ Self Exploration

<b>C:A1:1</b>	Draw connections between personal abilities, skills, and interests and potential career options
<b>C:A1:2</b>	Draw connections between enrichment and extracurricular activities and potential career paths
<b>C:A1:3</b>	Consider how various career paths may align or conflict with personal values
<b>C:A1:4</b>	Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences
<b>C:A1:5</b>	Demonstrate respect of individual cultural uniqueness and cultural understanding in the workplace
<b>C:A1:6</b>	Identify strategies to maintain work-life balance

##### Competency A2 ~ Career Research

<b>C:A2.1</b>	Identify career trends and occupations
<b>C:A2.2</b>	Identify and define the skills that are predicted to be essential for the future workforce
<b>C:A2.3</b>	Locate, evaluate, and interpret career information
<b>C:A2.4</b>	Identify the necessary education and training needed to achieve potential career goals



<b>C:A2.5</b>	Understand how stereotypes and other biases may impact career accessibility, and actively challenge these barriers on behalf of self and others
<b>C:A2.6</b>	Explain the rights and responsibilities of employers and employees
<b>C:A2.7</b>	Explain the importance of responsibility, dependability, integrity, and effort in the workplace
<b>Standard B: Students will plan for future career aspirations and goals</b>	
<b>Competency B1 ~ Post-Secondary and Career Planning</b>	
<b>C:B1:1</b>	Use a variety of resources and tools to research and enhance career planning and assessment tools
<b>C:B1:2</b>	Apply decision-making skills to course selection, post-secondary education, and career planning
<b>C:B1:3</b>	Develop a personal draft of a post-secondary plan and career path
<b>C:B1:4</b>	Assess and modify their educational plan to support career goals
<b>C:B1:5</b>	Describe the career planning process
<b>C:B1:6</b>	Create a resume
<b>C:B1:7</b>	Maintain a digital career planning portfolio

## About ISCA

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ISCA is the premier association formed by international school counselors for counselors. We cultivate a safe, open-minded environment to promote community, connection, and professional learning.

Our collection of offerings builds relevant, culturally competent, comprehensive programs that empower counselors to be better advocates who help students thrive.

Grow professionally, broaden your knowledge, and engage with a community of international school counselors by becoming a member of ISCA. [www.iscainfo.com](http://www.iscainfo.com)

## Overview of the ISCA International Model

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The ISCA Student Standards are a key element of the ISCA International Model for School Counseling Programs 2nd edition. The ISCA International Model provides a framework for encouraging and promoting best practices among international school counselors. The Model is our profession's manual on the what, why, and how of implementing a comprehensive and effective school counseling program.

When all counselors use the ISCA International Model, the best contributions from each individual are consolidated into a unified vision for international school counseling programs. The ISCA International Model guides the formation, review, and improvement of counseling programs at schools all over the world.

## How to Use the ISCA International Model

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The ISCA International Model for School Counseling Programs is not prescriptive, reactive, or a one-size-fits-all framework. Rather, its purpose is to help guide counselors to build programs that are best suited for their unique school population. It tells school counselors what an effective school counseling program should accomplish; it does not tell counselors how to get there. How counselors and schools deliver the model is left to the discretion of the professionals within each school. Just as there are many routes a traveler can take to reach a destination, there are many ways for counselors to arrive at the same goal: the development of a comprehensive and preventive counseling program. Of course, the route chosen depends upon current location, mode of transportation, and resources at the traveler's disposal. The same is true of each school's implementation of this Model.

Within the ISCA International Model we have an implementation guide and several downloadable tools that will help you put the ISCA International Model into action at your school. Get your copy today! Visit [www.iscainfo.com](http://www.iscainfo.com).