

International Model for School Counseling Programs–ISCA Student Standards

Crosswalking Tool

	PreSchool				Elementary School				Middle School		High School			
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														
SE:A1:1 Identify personal values, attitudes, and beliefs														
SE:A1:2 Identify and express feelings and emotions														
SE:A1:3 Develop self-awareness and self-management skills essential for mental health														
SE:A1:4 Take action (individually or with support) to positively impact one's own mental health														
SE:A1:5 Describe the relationship between feelings and behavior														
SE:A1:6 Develop healthy ways to identify, express, and respond to one's emotions														
SE:A1:7 Identify personal and social identities														
SE:A1:8 Accept constructive feedback from others, and use it to learn and grow														
SE:A1:9 Identify long- and short-term goals														
SE:A1:10 Develop an action plan to achieve personal goals														
SE:A1:11 Identify strategies to cope with loss and grief														
SE:A1:12 Recognize that everyone has rights and responsibilities														
SE:A1:13 Identify the signs of stress and use techniques for reducing stress														
Competency A2 ~ Relationships														
SE:A2:1 Make and maintain healthy relationships, including friendships to promote mental health														
SE:A2:2 Develop empathy, respect, compassion, and acceptance of differences which are essential components of healthy relationships														
SE:A2:3 Use effective oral and written communication skills, including active listening skills and both verbal and nonverbal behaviors														
SE:A2:4 Engage with opposing viewpoints in a respectful manner														
SE:A2:5 Demonstrate effective conflict resolution skills														
SE:A2:6 Differentiate between situations requiring peer support and situations requiring adult or professional help														
SE:A2:7 Identify strengths, assets, and areas for self improvement in relation to working collaboratively														
SE:A2:8 Develop strategies to cope with social pressure and refrain from applying pressure to others														

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Standard B: Students will make decisions, solve problems, set goals, and take necessary action to achieve personal goals.														
Competency B1 ~ Decision Making														
SE:B1:1 Develop effective coping skills to manage challenges														
SE:B1:2 Analyze the relationship between choices and their outcomes, and identify strategies to recover from negative consequences														
SE:B1:3 Apply effective problem-solving and responsible decision-making skills to make safe and healthy choices														
SE:B1:4 Accept responsibility for own decisions and modify behavior accordingly														
SE:B1:5 Demonstrate when, where, and how to seek support for solving problems and making decisions														
SE:B1:6 Recognize when social pressure is influencing a personal decision														
Standard C: Students will demonstrate personal safety skills														
Competency C1 ~ Personal Safety														
SE:C1:1 State knowledge of personal contact information														
SE:C1:2 Develop skills to utilize personal and community resources related to mental health														
SE:C1:3 Recognize and advocate for personal boundaries, rights, and privacy needs														
SE:C1:4 Examine the relationship between rules, laws, safety, and the protection of human rights of the individual														
SE:C1:5 Distinguish between safe and unsafe physical contact, and identify ways to respond to unsafe situations														
SE:C1:6 State the legal consequences for substance use, sexual activity, marriage, etc, according to the country one lives in														
SE:C1:7 Explain the concept of consent and how it relates to setting and respecting boundaries														
SE:C1:8 Demonstrate digital citizenship focusing on internet safety skills														
SE:C1:9 Explain the emotional and physical dangers of substance use and dependency														
SE:C1:10 Identify trusted adults in the school and community, and know how, when, and where to ask for help for self and others														
GLOBAL PERSPECTIVE & IDENTITY DEVELOPMENT														
Standard A: Students will demonstrate the dispositions, knowledge, and skills needed in order to be culturally competent global citizens														
Competency A1~ Cultural Knowledge and Awareness														
GP:A1:1 Explain the various definitions of “home,” which can include countries, cultures, or places														
GP:A1:2 Differentiate between surface culture and deep culture														

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GP:A1:3 Explore how cultural traditions impact one's identity														
GP:A1:4 Examine the various conceptual constructs of culture														
GP:A1:5 Examine the ways in which cultural values and beliefs may conflict														
GP:A1:6 Explain the ways in which values and beliefs may motivate behavior														
GP:A1:7 Examine the impact that cultural values may have on the privilege or marginalization of groups														
GP:A1:8 Examine prejudices and biases														
GP:A1:9 Engage in local cultures and languages where one lives														
Competency A2 ~ Cultural Competency														
GP:A2:1 Describe personal values and beliefs														
GP:A2:2 Identify shared values between self and others														
GP:A2:3 Articulate one's own positionality within the given context to better understand a situation														
GP:A2:4 Engage in perspective-taking to consider multiple interpretations of situations														
GP:A2:5 Distinguish between intent and impact with relation to behaviors and communication														
GP:A2:6 Accept feedback as a means to personal growth with regards to understanding other perspectives														
Standard B: Students will examine the complexity of identity development and the impact identity has on relationships with others														
Competency B1 ~ Identity Development														
GP:B1:1 Explain how identities develop														
GP:B1:2 Examine the multiple elements that make up identity and how these are influenced by cultural contexts														
GP:B1:3 Analyze the complexity of a person's identity in relation to the concept of intersectionality														
GP:B1:4 Articulate one's own unique history and experiences														
GP:B1:5 Identify one's own positionality with regards to various identity markers														
GP:B1:6 Reflect on one's own experiences with privilege and marginalization														
GP:B1:7 Reflect on how one's own identity interacts with others to impact personal relationships and life experiences														
Competency B2 ~ Cultural Identity														
GP:B2:1 Examine family as a social construct														
GP:B2:2 Analyze the impact of family on cultural identity														
GP:B2:3 Examine cultural identity of own family and the impact this has on identity development														
GP:B2:4 Define what it means to belong														

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GP:B2:5	Define “cross-cultural kid,”“third culture kid,” and “global nomad”													
GP:B2:6	Compare and contrast one’s own cultural identity to the cultural identity of others													
GP:B2:7	Use awareness of self to effectively navigate settings with diverse individuals and groups													
Standard C: Students will advocate for a world where all identities are affirmed and validated														
Competency C1 ~ Advocacy and equity														
GP:C1:1	Explore perspectives of others, particularly those of historically unrepresented groups													
GP:C1:2	Advocate for the rights of others													
GP:C1:3	Take responsibility to learn about inequity in your community													
GP:C1:4	Advocate for greater equity in your community													
Standard D: Students will demonstrate the dispositions, knowledge, and skills to manage transition effectively														
Competency D1 ~ Transitions														
GP:D1:1	Identify various types of transitions that occur throughout a lifespan													
GP:D1:2	Recognize the personal nature of the transition experience													
GP:D1:3	Demonstrate awareness of cultural adjustment													
GP:D1:4	Articulate a model of transition and apply it to one’s own experience													
GP:D1:5	Develop strategies to care for self and others during times of transition													
Competency D2 ~ Adaptability														
GP:D2:1	Use knowledge of the transition process to enhance communication, inform decisions, and build relationships with others													
GP:D2:2	Establish positive routines and structures to support healthy transitions													
GP:D2:3	Explore the complex feelings and emotions associated with transition													
GP:D2:4	Explain the importance of time needed to adapt to major transitions													
GP:D2:5	Develop strategies to care for self and others during times of transition													
GP:D2:6	Manage the potential stress and loss associated with transition events													
GP:D2:7	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														
A:A1:1	Display a positive disposition toward learning and willingness to embrace new ideas, challenges, and/or learning opportunities													

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A:A1:2	Identify and apply attitudes, behaviors, and strategies which lead to successful learning													
A:A1:3	Articulate self-efficacy as a learner													
A:A1:4	Use mistakes as opportunities for growth in the learning process													
A:A1:5	Take pride in work and achievement													
A:A1:6	Use self-awareness to build on personal strengths and take steps to meet challenges													
Competency A2 ~ Effective Learning														
A:A2:1	Apply critical-thinking skills													
A:A2:2	Apply time management skills to use time productively and accomplish tasks by deadlines													
A:A2:3	Demonstrate the ability to persist with tasks when faced with challenges and adapt approach in order to achieve objectives/goals													
A:A2:4	Fulfill individual role and responsibilities when working within a group through cooperation and compromise													
A:A2:5	Produce original work and exercise academic honesty													
Standard B: Students will apply future-ready skills in preparation for a variety of postsecondary paths including college and career														
Competency B1 ~ Self-Directed Learning and Student Agency														
A:B1:1	Develop own personal approach to learning, including application of organizational and study skills													
A:B1:2	Identify creative approaches to learning and tasks													
A:B1:3	Demonstrates independence as a self-directed learner													
A:B1:4	Demonstrate the motivation and resilience to achieve and sustain individual potential													
A:B1:5	Demonstrate an active role in deciding what and how one will learn													
A:B1:6	Assess the task at hand and evaluate one's own level of knowledge and skills needed to accomplish the task													
A:B1:7	Apply decision-making protocols that are informed by data gathered from a variety of reliable and relevant sources													
A:B1:8	Use communication skills to self advocate and seek help as a reflective learner													
Competency B2 ~ Planning and Goal Setting														
A:B2:1	Develop and implement an annual plan of study to maximize academic ability and achievement													
A:B2:2	Use assessment tools to guide goal setting and educational planning													
A:B2:3	Establish attainable long- and short-term goals													
A:B2:4	Choose and implement specific strategies that will lead to goal attainment													

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A:B2.5 Monitor progress toward goals and use problem-solving strategies to adjust approach when necessary														
A:B2.6 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														
A:C1:1 Examine the relationship between school success/academic achievement and future career success														
A:C1:2 Articulate the value of lifelong learning as it pertains to seeking, obtaining, and maintaining life goals														
A:C1:3 Explain how the skills learned in school apply to postsecondary and career readiness														
A:C1:4 Seek co-curricular and community experiences to develop a broad range of interests in abilities														
A:C1:5 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 connected to abilities and personal interests														
Competency A1 ~ Self Exploration														
C:A1:1 Draw connections between personal abilities, skills, interests, and potential career options														
C:A1:2 Draw connections between enrichment and extracurricular activities and potential career paths														
C:A1:3 Consider how various career paths may align or conflict with personal values														
C:A1:4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences														
C:A1:5 Demonstrate respect of individual cultural uniqueness and cultural understanding in the workplace														
C:A1:6 Identify strategies to maintain work-life balance														
Competency A2 ~ Career Research														
C:A2:1 Identify career trends and occupations														
C:A2:2 Identify and define the skills that are predicted to be essential for the future workforce														
C:A2:3 Locate, evaluate, and interpret career information														
C:A2:4 Identify the necessary education and training needed to achieve potential career goals														

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