Indiana School Counseling Competencies for Students

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Competencies for Students

Contents

Introduction……...4

Academic Development……..4

Grades K – 5
Grades 6 – 8
Grades 9 - 12

Career Development……7

Grades K – 5
Grades 6 – 8
Grades 9 – 12

Social/Emotional Development……..9

Grades K – 5
Grades 6 – 8
Grades 9 - 12

Introduction

The Indiana School Counseling Competencies for Students (formerly the Indiana Student Standards for Guidance) were originally developed in 2003 and served to answer the question, "*What do Indiana students need to know and be able to do in the three guidance areas in order to become successful learners, responsible citizens, and productive members of a global economy?"* While these competencies are not required for students, nor are they meant to be all-inclusive, schools are encouraged to teach and provide guidance around these competencies and indicators. The competencies are a school and community responsibility and should be applied across all curriculum areas. It is recommended that schools use these concepts in the development and assessment of their comprehensive school counseling programs and School Improvement Plans.

The Indiana School Counseling Competencies for Students cover three areas – Academic, Career, and Social/Emotional (formerly Citizenship) Development. This document contains developmentally-appropriate concepts for each grade level and should serve as a foundation for what students should know and be able to demonstrate **by the end of each of the designated grade level strands**.

I. Academic Development

Overview: Academic development competencies guide school counseling programs to implement strategies and activities to maximize student learning through high quality work, commitment, and academic success to be prepared for all postsecondary options.
Competency 1: Students acquire the attitudes, knowledge and skills necessary for effective learning.
Student Indicators
K-5 The student: 1. articulates the value of academic skills; 2. develops a personalized plan for academic success; 3. demonstrates how time-use impacts student learning; 4. explains how mistakes are opportunities for continued learning; 5. identifies helpers and seeks help when needed; 6. works independently and within a group; 7. identifies and applies learning styles; 8. makes responsible behavior choices that will impact learning; 9. identifies educational opportunities that exist outside the classroom; 10. accepts challenges as essential to the learning process; 11. demonstrates self-confidence and perseverance in achieving high-quality results and outcomes.
6-8 The student: 1. creates a graduation plan that includes acknowledgement of the importance

of good citizenship, school attendance, and diligent study habits, and reflects career and postsecondary goals;
2. demonstrates the use of a system for managing assignments and deadlines;
3. identifies sources of help available to students needing academic support;
4. reevaluates learning style;
5. applies learning style when approaching multi-step processes, completing homework, classwork, and planning for high school;
6. identifies extracurricular educational opportunities applicable to student's interests and career aspirations;
7. analyzes most recent standardized test results and school achievement to identify personal strengths, targeted skills for growth and plans for improvement;
8. accepts personal academic challenges as essential to the learning process;
9. demonstrates self-confidence in achieving high quality results and outcomes;
10. demonstrates perseverance toward work and learning.

9-12 The student:
1. annually updates the high school Graduation Plan by reviewing courses needed for graduation, diploma goals, classroom work, grades/GPA, teacher comments and standardized test scores;
2. understands where and how to receive academic support when needed;
3. demonstrates growth in confidence for achieving high quality outcomes;
4. demonstrates attitudes and behaviors related to academic skill development.

Competency 2: Students complete school with academic foundation skills essential to be prepared to succeed in a range of postsecondary options.

Student Indicators

K-5 The student:
1. explains the connection between academic success, postsecondary and career options, and ongoing skill improvement;
2. explains the importance of earning a high school diploma;
3. identifies postsecondary options and preparation for such options.

6-8 The student:
1. articulates what high school and college credits, and GPA are, how they are calculated and how they apply to graduation;
2. describes requirements for Indiana's high school diplomas and respective local school diploma options;
3. describes career/technical education program options at the high school and/or area career center;
4. describes an apprenticeship program;
5. describes the differences between a technical certificate, industry certification, and a degree;
6. identifies available options and characteristics of two and four-year colleges and proprietary education institutions;
7. describes occupational training available in the military;

8. describes work and learn opportunities; 9. describes options and value of postsecondary education credit earned during high school; 10. describes the academic performance ranges expected for admission to Indiana postsecondary educational options; 11. describes the current admission requirements related to the student's postsecondary education goals; 12. describes the sources of and criteria for all types of financial aid, including merit- and need-based aid; 13. creates a flexible graduation plan including career goals aligned with include postsecondary education and training, grades, standardized test scores, and life experiences.
9-12 The student: 1. annually reviews high school performance with postsecondary plans including academic and career goals; 2. describes the current admission requirements related to the student's postsecondary education goals; 3. understands the variety of postsecondary options and which align best with academic performance and career goals; 4. demonstrates where to access sources of scholarship and financial aid information; 5. develops a postsecondary transition plan to ensure readiness.
Competency 3: Students understand the relationship of their educational experience to the world of work and responsible citizenship.
Student Indicators
K-5 The student: 1. identifies common expectations between school and workplace behaviors; 2. identifies how academic performance at school impacts future career opportunities.
6-8 The student: 1. identifies the high school courses needed to keep all desired education and career options open in the future; 2. describes the education, training and skills required for employment in today's workforce.
9-12 The student: 1. evaluates the relationship between career goals and postsecondary plans with current grades/GPA, course selection, diploma goal, attendance, behavior and standardized test scores; 2. demonstrates motivation to pursue and achieve postsecondary goals; 3. utilizes resources to evaluate postsecondary investments, including college persistence and completion; job placement post-completion; student 'fit'; etc. 4. creates a financial aid plan that demonstrates an understanding of total

cost of attendance to postsecondary institutions (to include net price vs. sticker price), and a borrow-wisely, and re-pay responsibly mindset.

II. Career Development

Overview: Career development competencies guide school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.
Competency 1: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Student Indicators
K-5 The student: 1. identifies various careers and work environments; 2. completes a career interest assessment to identify career interests; 3. lists careers that relate to their hobbies and/or leisure activities of interest; 4. identifies factors, including personal preferences, needs, and life goals to consider when selecting a job (e.g. income, working conditions, employment outlook); 5. discusses the availability of careers in their areas of interest.
6-8 The student: 1. reexamines career interests based on experiences and/or updated career interest assessment; 2. completes a skills/abilities assessment and examines how their personal qualities relate to careers of interest; 3. utilizes personal (interviews and field observations), print, and electronic resources to explore and research occupations that match their career interests; 4. describes the impact of global economics and technology on career opportunities.
9-12 The student: 1. applies knowledge of Indiana's graduation requirements to create a graduation plan that leads to postsecondary and career goals; 2. annually refines high school graduation plan, career plans, postsecondary plans, and resume based on life experiences, updated interest and skill assessments, and research; 3. identifies personal values and how they relate to careers of interest; 4. demonstrates understanding of postsecondary education options, including technical certificate, industry certification, apprenticeship, military and two- and four- year college programs; 5. identifies resources and support when making the transition from high school to postsecondary education and/or career;

6. describes how in-demand a career choice is now and its outlook for the future;
7. describes the process for obtaining a work permit.

Competency 2: Students will employ strategies to achieve future career goals with success and satisfaction.

Student Indicators

K-5 The student:

1. discusses how attendance, punctuality, and doing one's best transfer to the workforce and are important factors throughout a lifetime;
2. describes personal habits of persistence, resilience, and effort as applied to future success;
3. accesses and utilizes resources to research an occupation;
4. identifies criteria that employers consider when hiring new employees.

6-8 The student:

1. develops a flexible career plan that includes one or more career areas (e.g., health services, education, building / construction, military careers) to further explore in high school and specific occupations that are of interest to the student;
2. describes the connection of academic work to high school opportunities and their future career and life goals;
3. develops a system for collecting information that will be helpful in writing a resume, (e.g., participation in extracurricular activities, service projects, and awards received);
4. creates a resume using a model resume;
5. describes the skills gained from extracurricular activities, service, caring for family, etc.

9-12 The student:

1. participates in transition activities such as (but not limited to) campus visits, resume writing, scholarship applications, community service activities, job shadowing, job experience, internships, other work-and-learn opportunities;
2. locates job postings in identified careers and career clusters of interest;
3. applies knowledge of technology and social media to research, organize, and reach career goals;
4. investigates one or more career cluster(s) based on individual interests to further define career goals;
5. determines education and training requirements of career options of interest within a career cluster or pathway;
6. analyzes career outlooks and opportunities for employment using appropriate technology.

Competency 3: Students will understand the relationship between personal qualities, education, training and the world of work.

Student Indicators

K-5	The student: 1. discusses how careers change over time and the resulting need for learning new skills throughout one's lifetime.
6-8	The student: 1. describes the relationship between level of education/training on career and life goals; 2. describes the impact of economic policy, employment law, global economics, and technology on today's labor force; 3. recognizes the likelihood that most people will change jobs over their lifespan and how continuous learning applies to building skills when one changes jobs; 4. describes how to prepare for jobs that do not exist today.
9-12	The student: 1. Articulates skills, knowledge and abilities to adults and peers; 2. articulates to adults their plan and the steps needed to achieve career goals; 3. demonstrates effective interviewing practices, including verbalizing strengths and interests; 4. demonstrates employability skills in the classroom and the community such as effective and professional interactions, respect for cultural differences, working collaboratively and cooperatively, demonstrating integrity and work ethic and acting responsibly; 5. applies effective communication skills in school, life, and career settings.

III. Social/Emotional Development

Overview: Social/Emotional Learning (SEL) competencies involve the processes through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).
Competency 1: Students will acquire and further develop the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. [1]
Student Indicators
K-5 The student: 1. identifies emotions within varying contexts; 2. describes an array of feelings; 3. describes empathy; 4. describes diversity in people in our world; 5. identifies differences in perspective; 6. identifies respectful behavior towards self and others;

[1] Self-Awareness: identifying and recognizing emotions, accurate self-perception, recognizing strengths, needs and values, self-efficacy
Social awareness: perspective taking, empathy, difference recognition, respect for others

7. describes ways in which students can support those who are bullied or experiencing personal challenges, including reporting mechanisms.
6-8 The student: 1. articulates socially appropriate emotional reactions of self and others in various settings; 2. identifies internal and external strengths and personal qualities; 3. explains the importance of respectful behavior towards self and others in relation to academic, career, and life goals; 4. demonstrates respect of diversity; 5. demonstrates support to those who are bullied, unaccepted, or experiencing stress, which may include making a report.
9-12 The student: 1. describes what causes emotions; 2. describes strategies to regulate emotions; 3. displays respect for others; 4. identifies factors connected to self-efficacy; 5. demonstrates ability to make accurate self-judgments.
Competency 2: Students develop personal management and collaborative skills needed to become successful learners, responsible citizens, and productive workers.[2]
Student Indicators
K-5 The student: 1. displays peer helping skills 2. identifies problem solving skills and can use words to discuss possible solutions; 3. identifies situations that cause anger and strategies to channel such anger into socially responsible choices; 4. identifies situations that cause stress and strategies to reduce stress; 5. describes consequences for actions; 6. identifies qualities of a good listener; 7. identifies actions to meet goals.
6-8 The student: 1. describes how to make sound decisions; 2. identifies a goal and plans for it; 3. demonstrates appropriate peer helping skills; 4. identifies ways to participate in school or community service activities; 5. utilizes personal reflection skills to inform future choices.
9-12 The student: 1. applies decision-making skills to academic and social situations; 2. demonstrates care and ethical responsibility to peers, teachers, and school community.

[2] Responsible Decision-Making: problem identification and situation analysis, problem solving, evaluation and reflection, personal, social and ethical responsibility

Competency 3: Students will understand personal safety skills.[3]
Student Indicators
K-5 The student: 1. identifies resources when help is needed; 2. demonstrates positive interpersonal skills; 3. describes conflict management strategies; 4. utilizes stress management strategies to regulate emotions; 5. identifies self-advocacy skills.
6-8 The student: 1. demonstrates effective coping skills for emotional self-regulation and as they relate to modern issues; 2. identifies personal stressors and strategies for stress management; 3. identifies resources when help is needed; 4. identifies peer conflict resolution skills; 5. utilizes interpersonal skills to work well with others; 6. demonstrates self-advocacy skills, such as refusal skills with peer pressure.
9-12 The student: 1. applies effective coping skills in response to modern day issues; 2. models healthy stress management strategies; 3. sets measurable goals; 4. demonstrates a respect for multiple perspectives; 5. applies emotional regulation skills; 6. utilizes appropriate supportive resources.

[3] Self-Management: impulse control and stress management, self-motivation and discipline, goal setting and organizational skills
Relationship Skills: communication, social engagement, and relationship building, working cooperatively, negotiation, refusal and conflict management, help seeking