

# International Model for School Counseling Programs--Content Standards

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
<b>Academic Domain</b>					
<b>Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</b>					
<b>Competency A1 ~Improve Academic Self---concept</b>					
A: A1.1 Articulate feelings of competence and confidence as learners					
A: A1.2 Display a positive interest in lifelong learning*					
A: A1.3 Take pride in work and achievement					
A: A1.4 Accept mistakes as essential to the learning process					
A: A1.5 Identify attitudes and behaviors which lead to successful learning					
A: A1.6 <i>Understand the importance of original work and academic honesty</i>					
<b>Competency A2 ~Acquire Skills for Improving Learning</b>					
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					
<b>Competency A3 ~Achieve School Success</b>					
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					

# International Model for School Counseling Programs—Content Standards

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
A: A3.3 Develop a broad range of interest and abilities					
A: A3.4 Demonstrate dependability, productivity, and initiative					
A: A3.5 Share knowledge					
<b>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of postsecondary options, including</b>					
<b>Competency B1 ~Improve Learning</b>					
A: B1.1 Demonstrate the motivation to achieve individual potential					
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					
<b>Competency B2~ Plan to Achieve Goals</b>					
A: B2.1 Establish challenging academic goals in early childhood through graduation *					
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					

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
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					
<b>STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.</b>					
<b>Competency C1 ~Relate School to Life Experience</b>					
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					
<b>Career Domain</b>					
<b>STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self as it relates to culture and family</b>					
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					

# International Model for School Counseling Programs—Content Standards

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
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					
<b>Competency A:2 Develop Global Employment Readiness *</b>					
C: A2.1 Acquire employable skills such as working on a team, problem-solving and organizational skills					
C: A2.2 Apply job readiness skills to seek employment opportunities and service-learning experiences *					
C: A2.3 Demonstrate knowledge about the changing global workplace					
C: A2.4 Learn about the rights and responsibilities of employers and employees					
C: A2.5 Learn to respect individual cultural uniqueness and cultural sensitivity/understanding 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, integrity, and effort in the workplace					

# International Model for School Counseling Programs--Content Standards

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
C: A2.9 Use time and task---management skills					
<i>C: A2.10 Understand the importance of cultural sensitivity in the workplace and external cultural environment.</i>					
C: A2.11 Understand the importance of being self---directed employees and how to promote initiative in one's work.					
<b>STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction</b>					
<b>Competency B:1 Acquire Career Information Appropriate to a Multi-Cultural Setting</b>					
C: B1.1 Apply decision making skills to career planning, course selection, and career transition					
C: B1.2 Identify personal skills, interests, cultural background and abilities and relate them to current career options, choices, interests and possibilities*					
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 and career assessment tools*					
C: B1.7 Describe traditional and non---traditional occupations and how these relate to career choice					
C: B1.8 Understand how changing economic, societal and cultural needs influence employment trends and future training*					
<i>C: B1.9 Use research and information resources about post--secondary institutions offering major/course selection leading to desired career</i>					
<b>Competency B:2 Identify Career Goals</b>					
C: B2.1 Demonstrate awareness of the education and training needed to achieve career goals					

# International Model for School Counseling Programs--Content Standards

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
C: B2.2 Assess and modify educational plan to support career					
C: B2.3 Use employable 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					
<b>STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.</b>					
<b>Competency C:1 Acquire Knowledge to Achieve Career Goals</b>					
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 and cultural preferences, interests, and expectations that 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					
<b>Competency C2 Apply Skills to Achieve Career Goals</b>					
C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving					
personal, social, educational and career goals					

# International Model for School Counseling Programs--Content Standards

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
C:C2.2 Learn how to use conflict management skills with peers and adults that are culturally appropriate*					
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					
<b>Personal/ Social Domain</b>					
<b>STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and</b>					
<b>Competency A1 ~Acquire Self---Knowledge</b>					
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, assets and areas for self-improvement *					
PS: A1.11 Identify and discuss changing personal and social roles					

# International Model for School Counseling Programs--Content Standards

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
PS:A1.12 Identify and recognize changing family roles					
<b>Competency A2 ~ Acquire Interpersonal Skills</b>					
PS: A2.1 Recognize that everyone has rights and responsibilities					
PS: A2.2 Respect alternative points of view					
PS: A2.3 Recognize, respect and appreciate individual differences					
PS: A2.4 Recognize, respect 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					
<i>PS: A2.9 Learn strategies for how to cope with loss and grief</i>					
<b>STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.</b>					
<b>Competency B1~ Self---Knowledge Application</b>					
PS: B1.1 Use a decision---making and problem---solving model					
PS: B1.2 Understand consequences of decisions and choices					



# International Model for School Counseling Programs™ Content Standards

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
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					
<b>STANDARD C: Students will understand safety and survival skills</b>					
<b>Competency C1 ~ Acquire Personal Safety Skills</b>					
PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)					
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 Understand the emotional and physical dangers of substance use and abuse					
PS:C1.9 Demonstrate the ability to cope with peer pressure*					

# International Model for School Counseling Programs—Content Standards

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
PS:C1.10 Understand the signs of stress and techniques for managing stress and conflict*					
PS:C1.11 Learn coping skills for managing life events					
PS:C1.12 Learn internet safety skills					
<b>Global Perspective</b>					
<b>Standard A: Students will develop an understanding of culture<sup>4</sup> as a social construct.</b>					
<b>Competency GP: A1 Discover what culture is and how it is formed</b>					
GP: A1.1 Understand the difference between objective culture <sup>5</sup> and subjective Culture <sup>6</sup>					
GP: A1.2 Understand a given society’s subjective culture and affirm its cultural variety <sup>7</sup>					
GP: A1.3 Understand the various conceptual constructs of culture <sup>8</sup>					
<b>Competency GP: A2 Learn about the ways in which culture manifests in societies</b>					
GP: A2.1 Examine the core dimensions in which people and cultures differ using various conceptual constructs <sup>9</sup>					
GP: A2.2 Identify their place(s) on the dimensions of culture in various situations					
GP: A2.3 Identify where the people in their lives may place on the dimensions of culture					
GP: A2.4 Articulate the difference between “common sense” and “culture sense” <sup>10</sup>					
GP: A2.5 Understand the difference between processing cultural knowledge and applying intercultural competence					

# International Model for School Counseling Programs—Content Standards

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
<b>Standard B: Students will acquire an awareness of their family culture<sup>11</sup> and own cultural identity<sup>12</sup>.</b>					
<b>Competency GP: B1 Acknowledge the role of family</b>					
GP: B1.1 Identify family as the first “culture”					
GP: B1.2 Explore their family’s cultural heritage(s)					
GP: B1.3 Recognize characteristics of family <sup>13</sup>					
GP: B1.4 Understand how cultural identity can differ in family relationships <sup>14</sup>					
GP: B1.5 Apply knowledge of their family culture <sup>15</sup>					
<b>Competency GP: B2 Acknowledge developing cultural identity</b>					
GP: B2.1 Understand how “cultural identity” is affected by place, belonging, history and aesthetics					
GP: B2.2 Understand that “cultural identity” is made up of many different individual identities <sup>16</sup>					
GP: B2.3 Delineate between fore-grounded or back-grounded identity <sup>17</sup>					
GP: B2.4 Reflect on their own experiences with marginality <sup>18</sup>					
GP: B2.5 Reflect on cultural aspects of life experiences					
GP: B2.6 Define the terms “cross---cultural kid <sup>19</sup> ,” “third culture kid <sup>20</sup> ,” and “global nomad” <sup>21</sup>					
GP: B2.7 Develop their worldview <sup>22</sup>					
GP: B2.8 Use knowledge of cultural identity to inform decisions and intercultural encounters					

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
<b>Standard C: Students will develop an understanding of their host country and home(s) country’s cultures.</b>					
<b>Competency GP: C1 Engage with host country culture</b>					
GP:C1.1 Develop an awareness of their host country culture from surface culture to deep culture <sup>23</sup>					
GP:C1.2 Demonstrate awareness of cultural adjustment <sup>24</sup>					
GP:C1.3 Actively engage in learning about local culture and language					
GP:C1.4 Recognize emotional vulnerability as part of cross-cultural experience					
GP:C1.5 Practice intercultural orientation <sup>25</sup>					
<b>Competency GP: C2 Identify home country culture(s)</b>					
GP:C2.1 Recognize various definitions of “home”					
GP:C2.2 Acknowledge that people have multiple “homes,” countries, cultures or places					
GP:C2.3 Articulate their unique history and experiences					
GP:C2.4 Identify diversity <sup>26</sup>					
GP:C2.5 Balance their unique perspective and the perspectives of others from the “home” culture with respect and intercultural sensitivity <sup>27</sup>					
<b>Standard D: Students will develop a personal practice<sup>28</sup> for applying intercultural competence and bridging<sup>29</sup> successfully across cultural</b>					
<b>Competence GP: D1 Take leadership of one’s own “cultural programming”<sup>30</sup></b>					
GP: D1.1 Recognize that cultural values and beliefs may conflict					

# International Model for School Counseling Programs--Content Standards

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
GP: D1.2 Be willing to disentangle from your own cultural programming <sup>31</sup>					
GP: D1.3 Entertain the possibility of simultaneous opposing cultural “truths”					
GP: D1.4 Demonstrate mindfulness <sup>32</sup>					
GP: D1.5 Articulate what it means to take an intercultural orientation to all interactions					
<b>Competence GP: D2 Be aware of the possible motivations (values and beliefs) behind someone else’s behaviors</b>					
GP: D2.1 Demonstrate an ability to describe someone’s behaviors using purely descriptive language <sup>33</sup> .					
GP: D2.2 Demonstrate an ability to describe someone’s values and beliefs using conceptual tools.					
GP: D2.3 Identify ways cultural values and beliefs may motivate another people’s behavior					
GP: D2.4 Be willing to ascribe positive intent to other people’s behavior					
<b>Competence GP: D3 Bridge from your own cultural values and beliefs to those you think may be in operation for the other person(s)</b>					
GP: D3.1 Refuse to take personal offense					
GP: D3.2 Identify shared values					
GP: D3.3 Be flexible in expressing the core dimensions of culture <sup>34</sup>					
GP: D3.4 Demonstrate a readiness to interact across differences <sup>35</sup> in values					
GP: D3.5 Envision <sup>36</sup> a world where people automatically accept and bridge differences					
<b>Standard E: Students will acquire knowledge and attitudes to manage transition effectively.</b>					

	K-3	3-5	6-8	9-10	11-12
	Currently Covered	Not Covered	Want to Cover		
<b>Competency GP: E1 Acquire knowledge of the transition process</b>					
GP: E1.1 Understand that transitions happen over the life span					
GP: E1.2 Articulate a simple model of transition and apply it <sup>37</sup>					
GP: E1.3 Accept the challenges of changing countries and schools					
GP: E1.4 Identify emotions throughout the transition event <sup>38</sup>					
GP: E1.5 Recognize the individual nature of the transition experience <sup>39</sup>					
GP: E1.6 Use knowledge of the transition process to enhance communication and inform decisions					
<b>Competency GP: E2 Develop healthy attitude towards transition</b>					
GP: E2.1 Recognize personal tendencies when faced with transition					
GP: E2.2 Develop positive strategies for how to manage transition events					
GP: E2.3 Apply positive strategies both personally and for others					
GP: E2.3 Understand that transition is complex					
GP: E2.4 Demonstrate “leaving” well, whether physically or in a life stage <sup>40</sup>					