

# **Appendix A:** **Student Standards and Competencies**

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Connecticut Comprehensive K–12  
School Counseling Framework Guide



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CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

## Appendix A

### Student Standards and Competencies

The CCSCF student competencies are used in creating school counseling lessons as part of the comprehensive developmental school counseling curriculum. These are meant to be used as a “menu” of skills that students should acquire through the course of their K–12 education. Some competencies may not be used, depending on the path that students decide to pursue after high school. Some of the competencies listed also meet other subject area standards and may be used when creating co-teaching lessons with other subject areas (e.g., computer/technology teachers, language arts teachers, etc.).

<b>Academic Domain</b>				
<b>Standard A1: Demonstrate skills for effective learning and achieving school success</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
State why learning is important	Demonstrate the impact that study skills have on school achievement	Learn how to track use of time and understand efficient use of time	Implement effective organizational study skills and test-taking skills	Engage actively in challenging curriculum
Demonstrate effective speaking, listening, and inquiry skills	Demonstrate understanding of when to seek academic support and from whom	Demonstrate the importance of taking responsibility for independent learning	Use time management skills in addressing school responsibilities	Take responsibility for academic integrity
Work independently and with others	Demonstrate the ability to work independently	Demonstrate awareness of the relationship between learning and effort	Demonstrate how effort and persistence positively affect learning	Meet graduation requirements
Work with and without supervision	Gain an understanding of different learning styles and assess their own	Demonstrate an understanding of when you would need academic support and who you would go to for help	Effectively and proactively utilize resources to help improve academic performance, e.g., tutors, resource centers, teacher, etc.	Guide, mentor and support peers to achieve excellence in class

<b>Standard A1: Demonstrate skills for effective learning and achieving school success</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Identify goals for personal behavior progress, achievement, or success.	Explore the impact of mindsets and behaviors on school success	Demonstrate understanding of the concepts of reducing stress and test anxiety	Apply techniques for reducing stress and test anxiety	Communicate effectively through written reports, oral presentations and discussion
Review and expand upon skills needed to learn in school	Understand effective communication skills for learning	Demonstrate the ability to work cooperatively in a group	Demonstrate an understanding of graduation requirements	Use an interdisciplinary perspective to recognize cultural and societal diversity
Demonstrate the relationship between effort and learning	Demonstrate an understanding of the concept of academic integrity	Plan a rigorous four-year plan of study that aligns with personal interests and abilities	Demonstrate the ability to work cooperatively in a group	Identify how cultural differences impact and influence assumptions, perceptions, and personal values
Practice self-control and individual responsibility	Describe the relationship between goals and success	Set informed academic, career, and personal goals	Review, revise and update academic, career, and personal goals	Review, revise and update academic, career, and personal goals
<b>Standard A2: Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Develop an understanding of the concept of academic disciplines, e.g., English, Social Studies, Math, Science, World Language, etc.	Students can understand the impact of hard work and effort on academic achievement, even as there may be other determinants	Demonstrate critical thinking skills to make informed decisions	Demonstrate the skills of independent research and investigation	Review and revise program of studies to match individual postsecondary plan

<b>Standard A2: Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Explore the connection between making choices in the present and future plans	Explore postsecondary options and career pathways	Use initiative and creativity and apply knowledge and skills	Make academic achievement and learning experiences high priorities while developing the ability to balance competing priorities	Demonstrate a high level of literacy and the ability to organize knowledge and ideas to produce reasoned, written responses
Demonstrate a sense of belonging	Discuss choices and consequences	Define and articulate their personal values	Use assessment results in educational planning	Utilize resources to improve test taking ability and implement enhanced test taking strategies
Follow instructions and complete assignments	Demonstrate basic goal setting techniques	Research plans of study in high school	Connect future plans to goals and make informed program of studies choices	Apply strategies to fulfill education and career goals outlined in their student success plan
<b>Standard A3: Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Explore what it looks like to be a student who is engaged in learning	Develop a logical argument for a solution to a problem or project	Predict outcomes based on observations or information provided	Demonstrate the ability to balance school, home, and extracurricular activities	Complete an extended project that requires planning, developing a solution or product, and presenting the results orally and in writing
Demonstrate the ability to focus on an assigned task	Demonstrate sustained time on task behavior	Develop and test hypotheses in seeking options for solving problems	Share knowledge effectively with others	Understand that change is a part of growth

<b>Standard A3: Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Apply classroom and school rules	Be able to evaluate their ability and reflect on their performance, self-rate	Respond effectively to novel situations	Demonstrate an understanding of the value of life-long learning	Cognitively engage in the learning process, monitoring and regulating their learning
Assert boundaries, rights and privacy	Exert their best effort and concentrate effectively on the task at hand	Make inferences from information provided to develop a solution for a problem or project	Use multimodal communication to communicate a coherent message	Identify and describe their personal leadership style, strengths, and limitations
Demonstrate cooperation by taking turns in the classroom	Demonstrate the ability to stay on task to improve a product or until it is completed	Demonstrate a positive mental attitude and belief in their own success	Seek and undertake experiences within the school and community that enhance coursework and support personal goals	Work within diverse teams
<b>Standard A4: Demonstrate the ability to integrate technology to enhance learning and to solve problems</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Be able to develop novel solutions to a problem	Use technology safely and responsibly in the learning environment	Accept mistakes as essential to the learning process	Demonstrate appropriate skills to locate, organize, understand, analyze and synthesize information from multiple digital sources	Demonstrate online literacy and be able to discern if information is reliable, relevant, and accurate
Understand the creative problem solving model	Be accountable for their actions with technology	Actively and creatively use various types of technology resources for academic success	Apply technical knowledge and skills to complete real-world assignments	Apply technological knowledge to their everyday activities and course work

<b>Standard A4: Demonstrate the ability to integrate technology to enhance learning and to solve problems</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Practice investigating, inventing strategies	Understand that the use of technology is a privilege	Provide peer feedback on other’s work	Identify, evaluate, and utilize technology tools for academic success	Use a systematic and progressive process to solve a problem
Use technology for learning to directly complete all or part of an activity	Demonstrate the ability to design a technology product	Demonstrate adaptability and persistence when faced with challenges	Demonstrate personal responsibility for researching postsecondary schools and careers	Demonstrate the ability to design a complex product that meets a set of requirements
<b>Standard A5: Demonstrate the ability to use creativity and outside experiences to enrich the learning process</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Explore different types of activities outside the classroom	Learn how to build relationships in new situations	Develop an understanding of the value of commitment and apply it to the learning environment	Participate in extra-curricular and community experiences	Choose courses that match extra-curricular interests
Determine a goal to fulfill in school or home	Identify and evaluate extracurricular options related to interests and abilities	Gain new insights into themselves and how these skills relate to future goals and academic environment	Balance extracurricular commitments with academic responsibilities	Identify and access resources to pursue postsecondary goals
Describe students’ rights and responsibilities	Make a connection between school and the work world	Demonstrate an understanding of group dynamics and the various roles that exist in groups	Understand the correlation between school success and the positive transition to community, postsecondary and career path	Demonstrate Self-directed independent learner

<b>Standard A6: Demonstrate the ability to set goals based on reflective evaluation of current performance.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Develop an understanding of the concepts of habits of mind and behaviors	Develop an understanding of the problem solving model	Identify habits of mind and behaviors that lead to success	Apply knowledge of aptitudes and interests to goal setting	Actively seek, evaluate, and, when appropriate, incorporate feedback
Demonstrate an understanding of how to respond appropriately when things don't go as expected	Demonstrate the impact that study skills have in school achievement	Accept mistakes as essential to the learning process	Use problem solving and decision-making skills to assess progress toward educational goals	Articulate their own identity, experiences and biases and how these affect their ability to lead
Understanding the importance of classroom success to future success	Describe the consequences of inappropriate choices	Explore the relationship between educational goals in elementary school and career planning	Evaluate and reflect on their actions and modify as necessary	Demonstrate an understanding of what influences the decision-making process

Career Domain				
<b>Standard C1: Identify personal values, personality, abilities and interests in relation to career options and the world of work.</b>				
K–3	4–5	6–8	9–10	11–12
Identify likes and dislikes, hobbies and leisure activities	Complete a career interest inventory to identify career interest areas	Take an updated career interest inventory and identify potential careers of interest	Identify personal strengths and weaknesses in relationship to postsecondary education and training requirements	Identify skills, abilities, accomplishments, awards and personal qualities in preparation for writing a resume, interviewing and completing applications
List three reasons why someone chooses a particular job/career	Identify careers that match their interests	Identify personal abilities, skills, and interests and how they relate to their chosen careers	Demonstrate skills and habits of mind essential for a job interview	Convey positive qualities and attributes during a mock or actual interview
Define personality and its influence on career choice	Describe personal qualities and how they relate to their career interests	Identify personal values important to career choice	Pursue hobbies, extracurricular activities of interest, and/or experiences within the school, especially those related to career choice	Identify how to use time effectively in order to complete all important tasks while managing extra-curricular activities, job responsibilities, and family
<b>Standard C2: Demonstrate the skills and abilities to research, identify career options, and take the necessary steps to obtain a job. Develop a research strategy and the tools to search for and obtain employment.</b>				
K–3	4–5	6–8	9–10	11–12
Define what work and careers are, why work is important, and the reasons why people work	Identify and explore the career clusters and learn about jobs in each of the clusters. Students should be able to identify career clusters they are most interested in and why	Research and present three jobs from the career interest inventory, noting why they are interested in these careers	Apply decision-making skills to previous career research to set career goals	Research colleges and employment options available based on career choice



<b>Standard C2: Demonstrate the skills and abilities to research, identify career options, and take the necessary steps to obtain a job. Develop a research strategy and the tools to search for and obtain employment.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Research what jobs are found within the school building and at home	Investigate a career option by interviewing a worker in the selected field	Research postsecondary education requirements for chosen career as well as skills needed in order to plan for postsecondary options	Research postsecondary academic requirements in relation to future career goals for the purpose of academic planning	Review 4-year plan, career goals, and strategies and amend as necessary
Describe how the role of the student is like that of an adult worker	Research one career of choice, gaining an understanding of salary, education, skills, tasks and abilities	Describe the relationship between career interests, high school courses and postsecondary options	Attend a college and/or career fair to research postsecondary options and requirements	Write a resume including skills, attributes, accomplishments, and awards
Research what family members do for work	Learn about traditional and nontraditional careers and gender role stereotyping	Assess academic strengths and weaknesses, interests and aptitudes	Develop a 4-year academic plan in relation to future career goals and postsecondary requirements	Complete college applications and/or job applications
<b>Standard C3: Demonstrate effective workplace habits and the ability to transfer employability skills to future career success, and from job-to-job across the lifespan.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Define the terms career, job, work and employment	Explain how work helps students to achieve personal success and fulfillment	Understand the importance of attendance and punctuality and how it relates to the workplace	Organize and prioritize academic courses based on 4-year academic plan and future career choice	Develop problem-solving and decision-making skills in the college process
Discuss responsibilities at home and at school	List three skills they have developed so far as students	Develop a daily homework/study, extracurricular activity & chore schedule, learning how to manage a schedule	Develop ongoing time management skills and create a school and work schedule	Develop interviewing skills, resume and cover letter writing, and how to follow up after an interview

<b>Standard C3: Demonstrate effective workplace habits and the ability to transfer employability skills to future career success, and from job-to-job across the lifespan.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Understand the role and work of a student	Understand the importance of responsibility and good work habits and how they prepare one for the workplace	Learn how to create S.M.A.R.T. goals for academic and career success	Continue to learn how to effectively create S.M.A.R.T. goals and make improvements or changes as necessary	Learn how to interpret standardized test scores and how to use those to improve
Examine the value of rules in school and in the workplace	Link the importance of academic achievement to future career success	Examine the importance of lifelong learning and acquiring new skills	Identify steps that need to be taken over the next few years for transition from high school to postsecondary education/training	Complete required steps toward transition from high school to postsecondary education, training programs or the workplace
<b>Standard C4: Demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Discuss “wants” versus “needs” as related to work, income and lifestyle	Understand different types of work, different types of requirements for jobs and the different types of expectations for jobs	Participate in a financial literacy/ cost of living lesson	Demonstrate their own financial independence	Learn how to create a simple budget distinguishing between wants and needs
Discuss why they like or dislike performing certain tasks	Learn to use time management skills	Create a weekly calendar of homework time, extracurricular activities & family events	Manage a calendar of extracurricular activities, work, school work, etc.	Plan a calendar of senior year events, including college/career material submission timeline
Discuss what makes them happy and how that impacts their quality of life	Explore and research the concept of career clusters and learn about job opportunities	Understand the relationship between community service/ extracurricular activities and career goals	Participate in job shadows and internship opportunities to explore what fields are of interest	Participate in job shadows and internship opportunities to explore what fields are of interest

<b>Standard C5: Identify a plan to make a successful transition from school to postsecondary education and/or the world of work.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Identify at least 5 different jobs/careers	Understand how attendance, punctuality, and doing one’s best transfer to the workforce and are important	Describe the relationship between level of education/training and career goals	Develop a system for collecting information that will be helpful in writing a resume (i.e., participation in extracurricular, community service activities, awards)	Create a resume and fill out mock job applications
Learn to create simple plans of action for completing a task	Discuss personal habits of persistence, resilience, and effort as applied to future success	Identify career clusters that they would want to pursue as part of their career plan	Create a career plan/goals by selecting a career pathway within a career cluster	Participate in an internship or job shadow experience and mock interview
Use programs like PAWS & Jobland to explore the world of work	Understand the transition to middle school, participating in transition activities	Understand the transition to high school, participating in transition activities	Attend a college and/or career fair	Attend a college and/or career fair
<b>Standard C6: Demonstrate an understanding of technology in the workplace.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Identify why technology is used at school and in the workplace	Research 5 jobs that have tech requirements as part of the job	Understand appropriate technology use in school and in personal time	Apply knowledge of technology and social media to research and organize career goals	Analyze career outlooks and opportunities for employment using appropriate technology

<b>Social-Emotional Domain</b>				
<b>Standard S/E1: Demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Identify and express feelings	Demonstrate ways to make and keep friends	Express feelings appropriately for the environment or situation	Identify the difference between positive and negative relationships	Demonstrate an understanding of all elements of effective oral and written communication
Share feelings when appropriate and listen to others about their feelings	Reflect on how our words and actions can impact others	Learn the conflict resolution process	Recognize the impact that change and transition can have on personal development and social interactions	Apply effective communication skills in conflict situations and when experiencing negative emotions
Acknowledge the needs of others	Discuss ways to solve problems with others	Identify differences between nonverbal and verbal communication and demonstrate active listening skills	Demonstrate effective leadership skills	Create positive and supportive relationships with others to support their success
List characteristics of a good friend	Understand the difference between assertive and aggressive behavior	Learn about positive leadership styles	Demonstrate an understanding of group dynamics and how they influence relationships	Demonstrate skills effectively express opinions, attitudes and beliefs in a group situation
<b>Standard S/E2: Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Identify skills used for positive interpersonal relations	Demonstrate skills for working cooperatively	Investigate ways to help and engage others in the school or community	Demonstrate respect for all cultural traditions and heritage	Recognize that everyone has rights and responsibilities

<b>Standard S/E2: Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Acknowledge that all people have likenesses and differences	Identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets).	Demonstrate an understanding of the negative impacts of excluding others	Analyze the impact of individual similarities and differences on interpersonal relationships	Demonstrate skills to effectively express and listen to diverse opinions, habits of mind, and beliefs in a group
Develop strategies to build relationships with others who are different from you	Demonstrate respect for alternative points of view	Recognize individual differences in ethnicity, culture, race, religion, and lifestyle	Demonstrate the ability to take the perspective of others, including those from different backgrounds	Accept and appreciate individual differences in ethnicity, culture, race, religion, and lifestyle
Recognize the value of others contributions	Demonstrate an understanding of a variety of cultures, ethnicities, and religions from around the world	Understand their own cultural vantage point	Understand the characteristics of a free and democratic society in relation to acceptance of alternative viewpoints, lifestyles, and choices	Demonstrate their civic responsibility in building a better society
<b>Standard S/E3: Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Identify decisions that need to be made at home, in school, and in the community	Demonstrate an understanding of the steps in the decision-making process	Analyze possible alternatives when peer pressure is influencing a decision	Develop effective coping skills when dealing with difficult decisions	Analyze the influence of others on their decisions
List the possible outcomes and consequences of a decision	Demonstrate responsibility for decisions and actions	Increase capacity to generate multiple alternatives before making decisions	Demonstrate effective decision-making skills that lead to positive interpersonal relationships	Practice taking personal responsibility for negative consequences of decisions made

<b>Standard S/E3: Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Understand that all decisions have alternatives	Demonstrate an understanding of how personal decisions can also impact others	Identify sources of information for decision-making in school and in the community	Demonstrate the ability to seek, identify, and evaluate relevant information for aiding in decision-making	Identify resources to support decision-making about the transition from high school to their postsecondary plan
Demonstrate when, where, and how to seek help for solving problems	Identify when peer pressure is influencing a decision	Demonstrate how to evaluate options, make a choice, and develop a plan when faced with a problem	Demonstrate the ability to put a plan into action when faced with a problem	Reflect on personal decisions made and evaluate the success of the decision-making process for that situation
<b>Standard S/E4: Demonstrate an understanding of the relationship between practicing self-care and personal well-being.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Identify personal positive characteristics	Identify personal, values, habits of mind, and beliefs	Identify positive ways to respond to negative comments and situations	Understand the negative impact unhealthy relationships can have on your well-being	Demonstrate a positive attitude towards yourself as a unique and worthy person
Learn techniques for managing negative feelings such as anger, stress, sadness, and anxiety	Identify sources and causes of negative feelings such as anger, stress, sadness, and anxiety	Identify self-care options for self and others when in need	Learn about and apply locus of control to situations that trigger negative emotions	Develop a deeper understanding of their personality and temperament and how it relates to effective self-care practices
Identify activities that bring out positive feelings and emotions	Develop effective coping skills for dealing with problems and negative feelings	Understand the importance of taking care of our bodies and personal wellness	Develop skills to balance and manage life events, personal issues, and school success	Demonstrate the ability to self-regulate negative emotions, control impulses, and motivate themselves in all environments

<b>Standard S/E4: Demonstrate an understanding of the relationship between practicing self-care and personal well-being.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Understand internal versus external stressors	Complete a stress inventory	Evaluate stress level and ability to utilize healthy coping skills	Demonstrate an understanding of environmental, societal, and individual stressors	Identify ways to manage multiple stressors as they transition to postsecondary education and/or work
Participate in conversations about what “mental health” means	Understand the importance of healthy feelings, thoughts, and actions and who to go to for help	Identify signs of depression and/or suicide in self or others and who to go to for help	Identify when self or others are struggling with suicidal ideation and who to go to for help	Prepare to take charge of their own mental health as they transition to postsecondary education and/or work
<b>Standard S/E5: Demonstrate understanding and practice of personal safety skills.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Describe appropriate and inappropriate physical contact	Identify ways to practice self-control	Demonstrate ways to resist peer pressure to use drugs/alcohol or make other risky behaviors or destructive decisions	Differentiate between situations requiring peer support and those requiring adult and/or professional assistance	Demonstrate self-control in the classroom, school, and community
Describe the differences between a safe and unsafe environment or situation and identify situations that would require them to seek help	Demonstrate the ability to assert boundaries, rights, and personal privacy	Describe the types of harassment, the consequences of harassment, and how to report incidents	Apply effective problem solving and decision-making skills to make safe and healthy choices in relationships	Identify strategies and resources for assistance with harassment and/or abusive relationships
Identify safe people in school and in the community and demonstrate how to ask them for help	Identify school and community resources for assistance with personal concerns	Demonstrate safe and responsible behavior in school and in the community	Know school referral options for self and others in emotional need and school procedures for responding to harassment	Know community referral options for self and others in emotional need when to ask for help

With adult assistance, identify and perform tasks that contribute to the operation of the classroom	Demonstrate knowledge of the emotional and physical dangers of substance use/ abuse and other risky behaviors or destructive decisions	Demonstrate an understanding of peer pressure and appropriate responses	Develop strategies to resist peer pressure from different sources (e.g., friend, family member, classmate, significant other, stranger)	Identify safe alternatives to risky behaviors (e.g., trying drugs, getting into a car with a drunk driver, walking home alone)
<b>Standard S/E6: Demonstrate an understanding of the risks and responsible use of technology.</b>				
<b>K–3</b>	<b>4–5</b>	<b>6–8</b>	<b>9–10</b>	<b>11–12</b>
Identify what personal information is safe and appropriate to share online	Describe inappropriate and mean behavior online and how it can be reported and addressed	Use online tools and technology responsibly to enhance learning and social interaction	Understand the permanence of their digital identity	Understand how their digital identity can impact their life outside of the digital world