

# ICAP AND ASCA STUDENT STANDARDS ALIGNMENT

Oklahoma Individual Career and Academic Planning and

ASCA Student Standards: Mindsets & Behaviors for Student Success Alignment

**What is Individual Career Academic Planning (ICAP)?** The term ICAP refers to both a process that helps students engage in academic and career development activities and a product that is created and maintained for students' academic, career, and personal advancement. ICAP is a student-driven, ongoing process that actively engages students, enabling them to:

- Understand their own interests, strengths, values and learning styles
- Create a vision of their future
- Develop individual goals
- Prepare a personal plan for achieving their vision and goals

A successful ICAP allows a student to:

- Connect the relevance of education to their future goals
- Create secondary and postsecondary course plans to pursue their career and life goals
- Strategically select a postsecondary pathway to align with self-defined career, college, and life goals
- Establish better communication and engagement between school and home
- Understand and demonstrate career exploration and career planning

## **What are the ASCA Student Standards: Mindsets and Behaviors for Student Success?**

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes, and skills students need to achieve academic success, college and career readiness, and social and emotional development. The 36 ASCA Student Standards are broad standards that identify and describe the knowledge, attitudes, and skills students should be able to demonstrate as a result of a comprehensive school counseling program. The ASCA Student Standards include two categories: Mindset Standards and Behavior Standards. The behavior standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged and putting forth the effort to learn. The behaviors are grouped into three subcategories:

- Learning Strategies (LS)
- Self-management Skills (SMS)
- Social Skills (SS)

**This document serves to align the six required ICAP components with the ASCA Student Standards.**

SUCCESS INDICATOR	ICAP COMPONENT	ASCA STUDENT STANDARDS		
		Learning Strategies (LS)	Self-management Skills (SMS)	Social Skills (SS)
Understand interests, strengths, values, and learning styles	Career and college interest surveys (annually)	B-LS 5. Media and technology skills to enhance learning	B-SMS 10. Ability to manage transitions and adapt to change	
Create a vision for their future  Develop individual goals	Written postsecondary and workforce goals and progress toward those goals (annually)	B-LS 7. Long- and short-term academic, career and social and emotional goals	B-SMS 1. Responsibility for self and actions  B-SMS 10. Ability to manage transitions and adapt to change	B-SS 1. Effective oral and written communication skills and listening skills
Prepare a personal plan for achieving their vision and goals	Scores on assessments (required state and federal assessments and a college and career readiness assessment at grade 11)	B-LS 6. High-quality standards for tasks and activities  B-LS 9. Decision-making informed by gathering evidence, getting others' perspective, and recognizing personal bias	B-SMS 6. Ability to identify and overcome barriers	

SUCCESS INDICATOR	ICAP COMPONENT	ASCA STUDENT STANDARDS		
		Learning Strategies (LS)	Self-management Skills (SMS)	Social Skills (SS)
Prepare a personal plan for achieving their vision and goals	Experiences in service learning and/or work environments including apprenticeships, internships, mentorships, job shadowing and others  (at least once in grades 9 – 12)	B-LS 2. Creative approach to learning, tasks and problem solving  B-LS 3. Time-management, organizational and study skills	B-SMS 1. Responsibility for self and actions  B-SMS 2. Self-discipline and self-control  B-SMS 8. Balance of school, home, and community activities	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them  B-SS 3. Positive relationships with adults who support success  B-SS 4. Empathy  B-SS 5. Ethical decision-making and social responsibility  B-SS 6. Effective collaboration and cooperation skills  B-SS 7. Leadership and teamwork skills to work effectively in diverse teams  B-SS 9. Social maturity and behaviors appropriate to the situation and environment

SUCCESS INDICATOR	ICAP COMPONENT	ASCA STUDENT STANDARDS		
		Learning Strategies (LS)	Self-management Skills (SMS)	Social Skills (SS)
Prepare a personal plan for achieving their vision and goals	Intentional sequence of courses that reflects progress toward the postsecondary goal (this may include identified career pathways or career endorsements)  (annually)	<p>B-LS 1. Critical-thinking skills to make informed decisions</p> <p>B-LS 9. Decision-making informed by gathering evidence, getting others' perspective, and recognizing personal bias</p> <p>B-LS 10. Participate in enrichment and extracurricular activities</p>	<p>B-SMS 1. Responsibility for self and actions</p> <p>B-SMS 10. Ability to manage transitions and adapt to change</p>	<p>B-SS 6. Effective collaboration and cooperation skills</p> <p>B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p>
Prepare a personal plan for achieving their vision and goals	Academic progress  (annually)	<p>B-LS 4. Self-motivation and self-direction to learning</p> <p>B-LS 8. Engagement in challenging coursework</p>	<p>B-SMS 5. Perseverance to achieve long- and short-term goals</p> <p>B-SMS 6. Ability to identify and overcome barriers</p> <p>B-SMS 10. Ability to manage transitions and adapt to change</p>	<p>B-SS 3. Positive relationships with adults to support success</p>