

South Dakota

Mindsets & Behaviors for Student Success

K-12 College, Career, and Life-Ready Competencies for Every Student



The South Dakota Mindsets & Behaviors for Student Success describe the knowledge, attitudes, and skills students should be able to demonstrate as a result of a school counseling program to achieve academic success, college and career readiness, and social-emotional development.

MINDSETS COMPETENCIES		
M 1.	Belief in development of whole self, including a healthy balance of emotional, mental, physical, and social well-being	
M 2.	Sense of acceptance, respect, support, and inclusion for self and others in the school environment	
M 3.	Positive attitude toward work and learning	
M 4.	Self-confidence in ability to succeed	
M 5.	Belief in using abilities to their fullest to achieve high-quality results and outcomes	
M 6.	Understanding that postsecondary education and lifelong learning are necessary for long-term success	
BEHAVIOR COMPETENCIES		
LEARNING STRATEGIES	SELF-MANAGEMENT SKILLS	SOCIAL SKILLS
<i>Actions students take to aid in the cognitive work of thinking, remembering, or learning.</i>	<i>Ways to employ continued focus on a goal, despite obstacles, distractions, and temptations.</i>	<i>Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.</i>
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks, and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational, and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career, and social-emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively with others from different groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home, and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal opinions	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Awareness and responsiveness of similarities and differences among and between people from different cultures and backgrounds

School counselors utilize the Mindsets & Behaviors in their classroom, small and large group, and individual work with students. Measurable learning objectives in school counseling activities may be written that align with specific mindsets or behaviors. Each competency can be applied to each school counseling domain: academic, career, social-emotional.

How to implement Mindsets & Behaviors for Student Success:

1. IDENTIFY THE NEED

Identify a specific student challenge found in the school's student outcomes (achievement, attendance, discipline).

2. COLLECT SUPPLEMENTAL DATA

Collect supplemental data, soliciting opinions, beliefs, and insights from stakeholders (such as parents, teachers, administrators, and students) who are directly involved with students experiencing the identified challenge.

3. SELECT COMPETENCY

Select the specific mindset or behavior competency that best aligns with the data and factors suggested in the supplemental data.

4. WRITE MEASURABLE LEARNING OBJECTIVE

Write a measurable student learning objective(s) that will help students attain the competency with the objective identifying the specific knowledge and/or skills students need to attend that stated competency.

5. CREATE PRE-/POST-TEST

Create a pre- and post-test based on the student learning objectives and selected student competency.

6. SELECT OR DEVELOP STRATEGIES

Select or develop strategies, activities, and/or interventions that facilitate attainment of the learning objectives.

7. PRE-TEST ADMINISTRATION

Administer the pre-test to determine baseline knowledge of skills of targeted students.

8. DELIVERY

Deliver the strategies, activities, and/or interventions to targeted students.

9. POST-TEST ADMINISTRATION

Administer the post-test to assess students' acquisition of the knowledge and skills.

10. REFLECTION

Reflect on the process, identifying what might be improved when next delivered.

Adapted from:

American School Counselor Association (2021). ASCA Student Standards: Mindsets and Behaviors for Student Success.

Alexandria, VA: Author.