



BRONZE AWARD RUBRIC

LONE STAR STATE SCHOOL COUNSELOR ASSOCIATION

State Award



GOAL:

THE LONE STAR STATE SCHOOL COUNSELOR AWARD IS DESIGNED TO RECOGNIZE SCHOOL COUNSELING PROGRAMS IN THE STATE OF TEXAS THAT PROMOTE ACADEMIC ACHIEVEMENT AND CLOSE THE GAP TO LEARNING, GROWTH, AND DEVELOPMENT FOR ALL STUDENTS.



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The **LONE STAR STATE SCHOOL COUNSELOR ASSOCIATION** (LSSSCA) State Award is a recognition for school counseling programs that support the American School Counseling Association (ASCA). The goal for this award is to foster excellence in school counseling in the state of Texas and to prepare school counselors to achieve the national *Recognized ASCA Model Program* (RAMP) award.

The LSSSCA State Award is based on ASCA's four components, which include Foundation, Program Management, Delivery, and Accountability. ASCA Themes serve to support the role of the school counselor. These themes include Leadership, Advocacy, Collaboration, and Systemic Change. Social Emotional Learning is also a vital part of the Lone Star Award System and has been included as a valuable measurement of success for students.



Within this instruction manual, the term “Document” refers to the Bronze Document that applicants will produce and submit for evaluation.

Some sections will require “Supplemental documentation”. Supplemental documentation will be additional separate attachments to be included as part of the Bronze Document and will be submitted for evaluation.

Additional information can be found in the *ASCA National Model A Framework for School Counseling Programs, Third Ed.*

References to this text will be written as, “ASCA Framework Pg. ___”. Additional information can be found in the *ASCA National Model Implementation Guide: Foundation, Management, and Accountability.*



BRONZE AWARD RUBRIC FOUNDATION

SECTION 1: VISION STATEMENT CRITERIA (ASCA Framework Pg. 23-24) - 3 Points

The school counseling vision statement communicates what school counselors hope to see for students five to 15 years in the future. It aligns with the school and district vision statements (if available) and is informed by the school counseling program's beliefs.

The school counseling vision statement:

Describes the future world where student outcomes are successfully achieved.

- States the best possible outcomes desired for all students that are five to 15 years away.
- Aligns with the school and district vision statement (if available*).

Include:

- The school counseling program's beliefs. Your beliefs should be clearly labeled, included as bullet statements and address each of the following questions:
 - What do we believe about the ability of all students to achieve?
 - How do we address developmental needs of all students?
 - What is the school counselor's role as an advocate for every student?
 - Who do we believe is involved in the planning, managing, delivery and evaluation of program activities?
 - How are data used to inform program decisions?
 - How do ethical standards guide the work of school counselors?
- The school and/or district vision statements (if available*).

See pages 23–24 of “The ASCA National Model: A Framework for School Counseling Programs (third edition)” and pages 13-17 in the “ASCA National Model Implementation Guide” for more information.

VISION STATEMENT SCORING RUBRIC

3 Points/Exemplary:

- The vision statement and beliefs create a clear picture of success for all students that fulfills all three criteria (future, rich and textual, best possible outcomes) to the highest extent.

2 Points/Satisfactory:

- The vision statement and beliefs create a satisfactory picture of success for all students.

1 Point/Inadequate:

- The vision statement and beliefs lack focus and do not create a picture of success for all students.



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SECTION 2: MISSION STATEMENT CRITERIA (ASCA Framework Pg. 24-25) -3 Points

The school counseling mission statement provides direction for the school counseling program to reach its vision, creating one focus that ensures all students benefit in the implementation of the comprehensive school counseling program.

The school counseling mission statement:

- Describes the school counseling program’s overarching focus or purpose.
- Aligns with the school’s mission statement and may show linkages to district and state department of education mission statements.
- Ensures all students benefit in the implementation of the comprehensive school counseling program.
 - Emphasizes equity, access and success for every student.
 - Emphasizes long-range results for every student.

See pages 24–25 of “The ASCA National Model: A Framework for School Counseling Programs (third edition)” and pages 18-23 in the “ASCA National Model Implementation Guide” for more information.

MISSION STATEMENT SCORING RUBRIC:

3 Points/Exemplary:

The mission statement creates a clear focus for the school counseling program to reach the vision and fulfills all below criteria to the highest extent.

- Describes the school counseling program’s overarching focus or purpose.
 - Aligns with the school’s mission statement and may show linkages to district and state department of education mission statements.
 - Emphasizes equity, access and success for every student.
 - Indicates the long-range results desired for all students.

2 Points/Satisfactory:

- The mission statement partially creates a focus and addresses some criteria.

1 Point/Inadequate:

- The mission statement lacks focus and includes few or none of the criteria.



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SECTION 3: PROGRAM GOALS (ASCA Framework Pg. 25-28) - 3 Points

The school counseling program goal define how the vision and mission are accomplished. They contribute to the development of school counseling core curriculum, closing- the-gap and small-group plans and address specific student outcomes.

ONE Program Goal:

- Promote achievement, attendance and/or behavior. Program goals are based on school data. There does not have to be a goal for each of the domains (academic, career, social/emotional) nor for all outcomes (achievement, attendance and behavior).
- Are based on school outcome data (see pages 24-35 of the “ASCA National Model Implementation Guide”).
- Address achievement, opportunity or attainment.
- Are written in SMART format: specific, measurable, attainable, results-oriented, time-bound.

See pages 25-28 of “The ASCA National Model: A Framework for School Counseling Programs (third edition)” and pages 36-56 of the “ASCA National Model Implementation Guide” for more information.

PROGRAM GOALS SCORING RUBRIC:

3 Points/Exemplary:

The school counseling program goal:

- ONE ASCA SMART Goal Template is completed and uploaded.
- Focus attention on a component of outcome data (achievement, attendance, behavior).
- Align with the school counseling program’s vision and mission.
- Fulfill all criteria:
 - Address achievement, attendance and/or behavior.
 - Are based on school outcome data (school data profiles, school improvement plans, data analysis reports).
 - Are written in SMART format (including baseline and target data).
- Are unmistakably linked to the school’s data and needs (supporting documentation encouraged but not required).
- Are excellent statements about desirable student outcomes toward which the program is willing to devote resources.
- Do not include extraneous information within the goal statement.

2 Points/Satisfactory:

- ASCA SMART Goal Template is partially completed.
- The school counseling program goals partially focus attention on a component of outcome data (achievement, attendance, behavior) and are linked to attendance, behavior and/or school safety.
- Partially aligns with the school counseling vision and mission.
- Partially addresses criteria: Goal (achievement, attendance, and/or behavior), Outcome Data, and SMART Goal format.
- Are partially linked to school’s data.

1 Point/Inadequate:

- ASCA SMART Goal Template is not completed and/or uploaded.
- The school counseling program goals lack focus and attention on issues related to attendance, behavior and/or school safety.
- Do not align with the school counseling vision and mission
- Do not address the criteria (Goal, Outcome Data, & SMART Goal format).
- Are not linked to school’s data.



BRONZE AWARD RUBRIC MANAGEMENT

SECTION 4: ASCA MINDSETS & BEHAVIORS (ASCA Framework Pg.) – 3 Points

The “ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student” describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development.

They drive both the content and the student perception data assessments of the school counseling program interventions and activities. They appear in action plans and results report. The ASCA Mindsets & Behaviors planning tool is used to specify which ASCA Mindsets & Behaviors are used for each grade level and how they are operationalized through various delivery methods.

Required:

- The ASCA Mindsets & Behaviors planning tool template found at [www.schoolcounselor.org/RAMP templates](http://www.schoolcounselor.org/RAMP_templates).
- Indicates which ASCA Mindsets & Behaviors are addressed for ONE lesson.
- Clearly indicates how each is addressed (core curriculum-CC, small group-SG, closing the gap-CTG).

For more information, visit www.schoolcounselor.org/mindsetsandbehaviors or see pages 57-68 of the “ASCA National Model Implementation Guide.”

ASCA MINDSETS & BEHAVIORS SCORING RUBRIC

3 Points/Exemplary:

- The ASCA Mindsets & Behaviors planning tool is completed and uploaded for ONE lesson:
 - Clearly indicates which ASCA Mindsets & Behaviors are addressed at which grade level.
 - Clearly indicates how each is addressed (core curriculum-CC, small group SG, closing the gap- CTG).

2 Points/Satisfactory:

- The ASCA Mindsets & Behaviors planning tool:
 - Partially indicates which ASCA Mindsets & Behaviors are addressed at which grade level.
 - Partially indicates how each is addressed (core curriculum-CC, small group SG, closing the gap- CTG).

1 Points/Inadequate:

- The ASCA Mindsets & Behaviors planning tool:
 - Does not indicate which ASCA Mindsets & Behaviors are addressed at which grade level.
 - Does not indicate how each is addressed (core curriculum-CC, small group SG, closing the gap- CTG).



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SECTION 5: ANNUAL AGREEMENT CRITERIA (ASCA Framework Pg. 46-47) – 3 Points

Annual agreements outline the school counseling program’s organization and focus. These agreements ensure formal discussion between the school counselor and administrator about the alignment of school counseling program goals with the goals of the school. The discussion enhances administration’s understanding of a comprehensive school counseling program.

Include an annual agreement for each school counselor.

- Must use the annual agreement template found at www.schoolcounselor.org/RAMPtemplates.
- The annual agreement must be created and signed (original signatures) by the school counselor and supervising administrator within the first two months of the school year.
- The percentages of use of time may vary with individual school counselor assignments but reflect the total percentage of time (80 percent) for direct and indirect services.
- Reflects the school counseling program’s mission and program goals.
- Lists the school counselor’s specific responsibilities within the school counseling program, such as student caseload and program components or activities.
- Identifies areas for professional development for the school counselor (may be related to program or closing-the-gap goals).

See pages 46–47 and pages 64-65 of “The ASCA National Model: A Framework for School Counseling Programs (third edition)” and pages 78-88 of the “ASCA National Model Implementation Guide” for more information.

ANNUAL AGREEMENT SCORING RUBRIC:

3 Points/Exemplary:

The application includes an annual agreement for each school counselor using the ASCA template.

- The percentages may vary with individual assignments but reflect the total percentage of time (80 percent) for direct and indirect services. Strong rationale must be provided if use of time does not align with the 80/20 recommendation.

Each annual agreement:

- Was created and signed by the school counselor and supervising administrator within the first two months of the school year.
- Identifies the school counseling program’s mission statement and program goals.
- Lists the school counselor’s specific responsibilities within the school counseling program and scope of work.
- Identifies areas for professional development or each school counselor.

2 Points/Satisfactory:

- The annual agreement for each school counselor is thorough and reflects each school counselor’s scope of work.
- The percentage of time may/or may not align with the recommended percentage of time for direct/indirect services and program planning/school support.
- Each agreement reflects the school counseling program’s mission statement and program goals.
- The annual agreement used is from the ASCA National Model template.
- Each agreement was signed within the first two months of the school year.

1 Point/Inadequate:

- The annual agreement does not reflect each school counselor’s scope of work.



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- The percentage of time does not align with the recommended percentage of time for direct/indirect services and program planning/school support.
- Each agreement does not reflect the school counseling program's mission statement and program goals.
- The annual agreement was not submitted or the ASCA National Model template was not used.
- Agreement was not signed within the first two months of the school year.

SECTION 6: ADVISORY COUNCIL CRITERIA (ASCA Framework Pg. 47-48) - 3 Points

The advisory council is a representative group of stakeholders (e.g. parent, staff, community, administration, students, etc.) selected to review and provide input on the school counseling program.

Include:

- A list of the advisory council members and their stakeholder positions.
- The agenda from at least one meeting – that at minimum share program goals.
- Supporting documentation for the meetings (e.g. PowerPoint presentations, data handouts/charts/graphs, relevant letters or announcements, etc.).
- The minutes from the meetings for which agendas are provided.

The advisory council must be solely focused on the school counseling program and not created for the purpose of applying for RAMP.

See pages 47–48 of “The ASCA National Model: A Framework for School Counseling Programs (third edition)” and pages 89-97 of the “ASCA National Model Implementation Guide” for more information.

SCHOOL COUNSELING ADVISORY COUNCIL SCORING RUBRIC:

3 Points/Exemplary:

The school counseling advisory council:

- Includes representatives from core stakeholder groups of parents, teachers, administrators, community members and may include students and school board members.
- Is solely focused on the school counseling program.
- Highly detailed agendas and minutes from at least one meeting are included and demonstrate a focus on program goals.
- Quality supporting documentation (e.g. PowerPoint, Prezi, handouts, data charts/graphs, infographics, etc.) shared at the advisory council meetings is included.

The minutes:

- Provide evidence that the advisory council provided input on the school counseling program's goals and activities.
- Provide evidence that the program goals and activities were presented to and discussed with the council.
- Reflect a meaningful discussion.

2 Points/Satisfactory:

- There is minimal evidence in the agenda and minutes that the school counselor has presented school counseling program goals and activities to the advisory council.

1 Point/Inadequate:

- There is no evidence in the minutes and minutes that the school counselor has presented school's current data and school counseling program's goals and activities to the advisory council.



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SECTION 7: CALENDARS CRITERIA (ASCA Framework Pg. 56-57) – 3 Points

School counselors develop, publish and share calendars that reflect school counseling activities to inform students, parents, teachers and administrators.

Required:

-The school counseling annual calendar for the most recently completed academic year, including the most important school counseling activities and events for the year for the entire school counseling program.

-One weekly calendar for each school counselor from any week within the school year.
(School counselors within the department do not have to select the same weeks for submission.)

The weekly calendar includes:

-Dates and as much specific information as possible and include delivery method (core curriculum-CC, small group-SG, individual-I).

-Specific topic addressed (e.g. bullying, peer relationships, postsecondary preparation) see pages 104 and 105 of the “ASCA National Model Implementation Guide.”

-Calculated percentages of time for direct/indirect/program planning and school support on the weekly calendars. Percentages align with the annual agreements.

CALENDARS SCORING RUBRIC:

3 Points/Exemplary:

The annual calendar includes:

- Is highly detailed (includes specific examples with dates and times for major activities) and documents all activities, events and services within the comprehensive school counseling program.
- Activities demonstrate commitment to all students.

One weekly calendar for each school counselor, from any week within the school year are included.

The weekly calendars include:

- Dates and highly detailed information.
- Delivery method (core curriculum-CC, small group-SG, individual-I).
- Specific topic addressed (e.g. bullying, peer relationships, postsecondary preparation).
- Percentage of time for direct/indirect student services and program management/school support. Should align with the annual agreement..

2 Points/Satisfactory:

The annual calendar includes:

- Documents all activities, events and services within the comprehensive school counseling program. Activities demonstrate commitment to all students.

The weekly calendars include:

- General information.
- Percentage of time for direct/indirect student services and program management/school support.
- One weekly calendar for each school counselor, from any week within the school year are included.

1 Point/Inadequate:

The annual calendar includes:



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- Includes sparse or no details of a comprehensive school counseling program.
- Shows no evidence of connection to the school counseling program goals and the program action plans (core curriculum, small group, closing the gap).

The weekly calendar includes:

- From each school counselor are not included
or
- Shows little or no detail and little or no correlation with the percentage of time allocated to the delivery component in the annual agreement.

DELIVERY

SECTION 8: SCHOOL COUNSELOR CORE CURRICULUM ACTION PLAN (ASCA Framework Pg. 53-55) - 3 Points

The school counseling core curriculum action plan provides details about how the school counselors will effectively and efficiently deliver the school counseling program to achieve desired results. The action plan includes one lesson/activity that are delivered to all students in one grade level.

The action plan:

- The school counseling core curriculum action plan for the school counseling program must use the ASCA school counseling core curriculum action plan template found at www.schoolcounselor.org/RAMPtemplates.
- The action plan includes ONE school counseling core curriculum lesson/activities for the school year and ONE lesson plan using the ASCA Lesson Plan Template.
- School counseling core curriculum doesn't include small-group or closing-the-gap activities or parent presentations.

The data collection plan:

- Lesson must have process and perception data collection plans.
- Lesson must have outcome data collection plans.

SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN SCORING RUBRIC:

3 Points/Exemplary:

The school counseling core curriculum action plan:

- Includes ONE school counseling core curriculum lesson.
- Includes ONE lesson plan.
- Includes the data collection plan
- The lesson has process and perception data collection plans.
- Lesson must have outcome data collection plans.
- Lesson in the plan considers the unique needs of the school based on:
 - Data
 - Developmental needs
 - ASCA Mindsets & Behaviors
 - Domains

2 Points/Satisfactory:



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The school counseling core curriculum action plan:

- Includes a school counseling core curriculum lesson.
- Includes some data collection plan.

1 Point/Inadequate:

The school counseling core curriculum action plan:

- Includes a school counseling core curriculum lesson.
- Includes limited data collection plan.

ACCOUNTABILITY

SECTION 9: SCHOOL COUNSELING CORE CURRICULUM RESULTS REPORT - 3 Points The analysis of the school counseling program goal results report demonstrates the effectiveness of the classroom activities and informs program improvement. The school counseling program goal results report analyzes the school counseling program.

- Use the template found at www.schoolcounselor.org/RAMPtemplates to organize the results for one lesson and as a guide.
- Upload a chart or graph summarizing the perception data collected.
- Implications explain how data results will help:
 - Deliver lessons more effectively (considering content, strategies, time).
 - Collect data more accurately (asking better questions based on quality content).
- Target ASCA Mindsets & Behaviors.
- Make decisions about which lessons to continue, add or discontinue.

SCHOOL COUNSELING PROGRAM GOAL RESULTS REPORT RUBRIC:

3 Points/Exemplary:

- The school counseling core curriculum results report analyzes the one lesson highlighted in Section 8.
- The school counseling core curriculum results report summarizes one classroom lesson.
- Process, perception and outcome data are included for the one lesson plan.
- Process: includes how many students out of the original target group participated.
- Perception: driven by selected ASCA Mindsets & Behavior and measuring attitudes, knowledge and skills acquired; with pre- and post-scores provided.
- Outcome: linked to achievement, attendance and/or behavior; with pre- and post-scores provided.
- A quality graph or chart is included that:
 - Is clearly understood.
 - Summarizes the perception data collected.
 - Clearly conveys lesson impact on students.
 - Implications explain how data results will help:
 - Deliver lessons more effectively (considering content, strategies, time).
 - Collect data more accurately (asking better questions based on quality content).
 - Target ASCA Mindsets & Behaviors.
 - Make decisions about which lessons to continue, add or discontinue.

2 Points/Satisfactory:



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- The school counseling core curriculum results report summarizes one classroom lesson.
- Process, perception and outcome data may be included for the one lesson plan.
- A graph or chart may be included

1 Point/Inadequate:

- The school counseling core curriculum results report provides information about one lesson.
- Data may be included for the three lesson plans.

SECTION 10: SMALL-GROUP RESPONSIVE SERVICES (ASCA Framework Pg. 1-10) - 3 Points

Small-group activities typically involve four or more sessions designed to meet specific prevention or intervention goals

The small-group action plan:

- Must use the ASCA small-group action plan template found at www.schoolcounselor.org/RAMPtemplates.
- The plan includes ONE small group for the school year.
May be prevention-, intervention-, crisis- or gap related.
- Groups may or may not address the program goals.

The data collection plan:

- Group must have process and perception data collection plan.
- Group must have outcome data collection plans.

The lesson plans for ONE small group:

- Must use the ASCA lesson plan template found at www.schoolcounselor.org/RAMPtemplates.
- The group must have met for a minimum of four sessions.
- The lessons must include a plan for collecting process, perception and outcome data.
- Data plan is for the entire group rather than individual lessons.
- The data plan is the same on all lessons.
- Must include the survey/instrument used to collect perception data for the group.

The results report:

- Use the small-group results report template found at www.schoolcounselor.org/RAMPtemplates as a guide.
- Include detailed lesson plans for one group that met at least four times. Use the ASCA lesson plan template found at www.schoolcounselor.org/RAMPtemplates.
- Upload a chart or graph summarizing the perception data collected.

SMALL GROUP RESPONSIVE SERVICES RUBRIC:

3 Points/Exemplary:

The small-group action plan:

- Includes one small group for the school year.

Includes the data collection plan:

- Group must have process and perception data collection plan.
- Group must have outcome data collection plans.
- Groups reflect the unique needs of the school based on:
-Data and/or school improvement goals



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- Developmental needs
- ASCA Mindsets & Behaviors

The lesson plans for one small group:

- Identify one to three ASCA Mindsets & behaviors that drive the content.
- Include a highly detailed plan for evaluation of:
 - Process data (number of students, number of lessons, length of lessons).
 - Perception data (changes in student attitudes, knowledge and skills), reflects selected -ASCA Mindsets & Behaviors).
 - Outcome data (changes in achievement, attendance and behavior).
- Include any survey or instrument used to collect perception data for the highlighted group.

The small-group results report:

- Summarizes the group for which lessons plans were submitted.
- Process, perception and outcome data are included.
- Process: includes how many students, number of sessions, length of sessions.
- Perception: driven by selected ASCA mindsets & Behaviors and measuring attitudes, knowledge and skills acquired; with pre- and postscores provided.
- Outcome: linked to achievement, attendance and/or behavior; with pre- and post-scores provided.

A quality graph or chart is included that:

- Is clear – includes title and labels the axes.
- Summarizes the perception data collected.
- Clearly conveys lesson impact on students.
- Implications explain how data results will help:
- Deliver groups more effectively (considering content, strategies, time).
- Collect data more accurately (asking better questions based on quality content).
Target ASCA Mindsets & Behaviors.
- Make decisions about which groups to continue, add or discontinue.

2 Points/Satisfactory:

The small-group action plan:

- Includes one small group for the school year.
- Includes the data collection plan:
- Group may have process, perception and outcome data collection plans.
- Group may reflect the school's needs.

1 Point/Inadequate:

The small-group action plan includes a small group for the school year.



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REFLECTION

SECTION 11: PROGRAM EVALUATION REFLECTION (ASCA Framework Pg. 1-10) - 3 Points

Through application of leadership, advocacy and collaboration skills, school counselors promote student achievement that ensures equity and access to a rigorous education for every student and leads to closing achievement, opportunity and attainment gaps.

Respond to this question a short paragraph:

How does your school's comprehensive school counseling program use leadership, advocacy and collaboration in your comprehensive school counseling program?

- **Leadership**
Give a detailed example of how your counseling program demonstrates leadership.
- **Advocacy**
Give a detailed example of how your counseling program demonstrates advocacy.
- **Collaboration**
Give a detailed example of how your counseling program demonstrates collaboration.

PROGRAM EVALUATION REFLECTION RUBRIC:

3 Points/Exemplary:

- The reflection is well articulated and clearly organized.
- It includes specific details and three or more examples of how the school counseling program provided quality leadership, advocacy, and collaboration.

2 Points/Satisfactory:

- The reflection is well articulated and clearly organized.
- It includes one or two examples of how the school counseling program provided quality leadership, advocacy, and collaboration.

1 Point/Inadequate:

- The reflection lacks organization.
- It provides few or no specific details and examples of how the school counseling program provided quality leadership, advocacy, and collaboration.



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TECHNICAL ELEMENTS

SECTION 12: TECHNICAL ELEMENTS – 3 Points
ORGANIZATION, SPELLING & GRAMMAR
Content is clear and has a consistent flow.
There are no more than two typographical, grammatical, or punctuation errors.
Acronyms are spelled out the first time.
FONT SIZE RANGES & FONT STYLES
10-pt. to 12 pt. size font
Arial or Times New Roman (graphs, curriculum action plan template, annual agreement)
18-pt. font for title
14-pt. font for header
8-pt. font for graphs
½” margin
Document fits on 10 pages or less and should be uploaded in .pdf format
TECHNICAL ELEMENTS RUBRIC:
<p><u>3 Points/Exemplary:</u></p> <ul style="list-style-type: none"> ➤ Document is well-organized, and the content is exceptionally clear and has a consistent flow. There are no more than one typographical, grammatical or punctuation errors. Document includes all of the technical elements. <p><u>2 Points/Satisfactory:</u></p> <ul style="list-style-type: none"> ➤ Document is organized, and the content is clear and flows. There are no more than two typographical, grammatical or punctuation errors. Document includes some of the technical elements. <p><u>1 Point/Inadequate:</u></p> <ul style="list-style-type: none"> ➤ Document is unorganized, and the content is unclear. There are more than two typographical, grammatical or punctuation errors. Document includes few or none of the technical elements.



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CHECKLIST FOR SUBMISSION*

APPLICATION DOCUMENTS:

__ Cover Page: Should include complete District Name, School Name, School Address, the following information for all members of counseling team: Name, Phone Number, and Email Address. May include School Demographic and Photo. May be combined with application document.

__ Application: Should include explanations and charts/graphs as outlined in the rubric and follow formatting requirements as noted in the Technical Elements section.

SUBMISSION/NOTIFICATION:

****Applications should be emailed in a zip file to lsscaawards@gmail.com no later than Sunday, September 1, 2019. Both the email subject line and zip file should reflect the name of your school and award level (i.e. SCHOOL NAME – BRONZE APPLICATION). Notification of Receipt of Application will be sent no later than Sunday, September 15th. Award Winners will be notified no later than Sunday, October 6th! PLEASE BE SURE TO GRANT lsscaawards@gmail.com PERMISSION to access your Google zip and individual files.***

THE FOLLOWING ARE REQUIRED TO SUBMIT A COMPLETE BRONZE APPLICATION:

- __ Section 1: Vision Statement (One statement per team on a Word document)
- __ Section 2: Mission Statement (One statement per team on a Word document)
- __ Section 3: Program Goal (One goal per team, use the ASCA SMART Goal Template)
- __ Section 4: Mindsets and Behaviors (Use one ASCA M&B planning tool per team)
- __ Section 5: Annual Agreement (Use the ASCA Annual Agreement {One per counselor})
- __ Section 6: Advisory Council (One Agenda AND Minutes per team {counselor created} for one meeting.)
- __ Section 7: Calendars (One annual calendar per team/One weekly calendar per counselor {counselor created})
- __ Section 8: School Counseling Core Curriculum Action Plan (Use the ASCA SCCCAP, one per team for one lesson.)
- __ Section 9: School Counseling Core Curriculum Results Report (Use the ASCA SCCRR, one per team for one lesson and one perception data graph {counselor created}per team)
- __ Section 10: Small-Group Responsive Services (Use ASCA Small-Group Action Plan, use ASCA Lesson Plan template for 4 small group lessons, use ASCA Small-Group Results Report, One perception data graph per team)
- __ Section 11: Program Evaluation Reflection (One paragraph on Leadership, Advocacy and Collaboration evidence on a Word document.)
- __ Section 12: Technical Elements
- __ T-Shirt Size for each Counselor



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By submitting your application, you are giving LSSSCA permission to share and reproduce your materials (with appropriate citation to your school provided).

TOTAL SCORING = 36 points

Exemplary	31-36	Recognized Bronze Award Winner
Satisfactory	24-30	Recognized Bronze-Ready Winner
Progressing	23-below	Specialized Feedback with Resources