

LONE STAR STATE
SCHOOL
COUNSELOR
ASSOCIATION
(LSSSCA)

Bronze Award Rubric



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.

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.*

FOUNDATION

BELIEF STATEMENT CRITERIA Beliefs are discussed early in the process of developing a school counseling program. It is clear that school counselors' beliefs about students, families, teachers and the educational process are crucial in supporting student success. *(Develop your belief statement by answering the following questions. It would be helpful to restate the question in your answer and place in bullet format not in paragraph format.)*

(ASCA Framework Pg. 21-23)- 3 Points

- 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?

BELIEF STATEMENT SCORING RUBRIC:

3 Points/Exemplary:

- The belief statement addresses all six areas of criteria to the highest extent.

2 Points/Satisfactory:

- The belief statement addresses some of the criteria.

1 Point/Inadequate:

- The belief statement addresses few or none of the criteria.

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.

- Describes the future world where student outcomes are successfully achieved.
- Portrays a rich and textual picture of success, providing a full image of what students become.
- States the best possible student outcomes that are five to 15 years away.

VISION STATEMENT SCORING RUBRIC:

3 Points/Exemplary:

- The vision statement creates 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 creates a satisfactory picture of success for all students.

1 Point/Inadequate:

- The vision statement lacks focus and does not create a picture of success for all students.

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

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

- Emphasizes equity, access and success for every student.
- Indicates the long-range results desired for all students.
- Is clear, concise and specific about the program’s intent and contributes to the school’s overall mission/motto.

MISSION STATEMENT SCORING RUBRIC:

3 Points/Exemplary:

- The mission statement creates one focus and direction for the school counseling program to reach the vision and fulfills all three criteria to the highest extent.

2 Points/Satisfactory:

- The mission statement creates one focus and addresses some criteria.

1 Point/Inadequate:

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

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

The school counseling program goals define how the vision and mission are accomplished. They guide the selection of Mindsets & Behaviors for Student Success and the development of school counseling core curriculum, closing-the-gap and small-group plans and address specific student outcomes.

- **IDENTIFY OUTCOME DATA, RESOURCES, and RATIONALE:** Identify the outcome data used to develop your program goal. After data analysis is complete, please address the rationale behind the chosen goal.
- **ADDRESS MINDSETS & BEHAVIORS:** Address the Mindsets and Behaviors for Student Success. Upload the Mindsets and Behaviors for Student Success Planning Tool from www.schoolcounselor.org/ramptemplates
- **WRITE 1 GOAL STATEMENT:**
 - *Promote achievement, attendance, behavior and/or school safety.
 - *Are based on school outcome data that may be revealed through the school data profile, school improvement plan or similar data analysis reports.
 - *Address achievement, opportunity or attainment gaps, evident in total school, grade level or subgroups.
 - *Written in SMART format: Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

- **DEVELOP A SMART GOAL STATEMENT:** Use the ASCA SMART Goal Format below when writing your goal statement.

GOAL #1:

By _____, _____
End Date Targeted Group

Will _____
Increase/decrease something related to achievement, attendance, or behavior

By _____ percent from _____
Measure of change Baseline data

To _____.
Target data

PROGRAM GOALS SCORING RUBRIC:

3 Points/Exemplary:

- The school counseling program goals focus attention on a component of outcome data (achievement, attendance, behavior) and/or school safety.
- Align with the school counseling vision and mission.
- Fulfills all criteria: Goal (achievement, attendance, and/or behavior), Outcome Data, and SMART Goal format.
- Are unmistakably linked to school's data.
- Excellent statements about desirable student outcomes toward which program is willing to devote resources.
- Mindsets and Behaviors Planning Tool is completed and uploaded.

2 Points/Satisfactory:

- The school counseling program goals focus attention on a component of outcome data (achievement, attendance, behavior) and are linked to attendance, behavior and/or school safety.
- Align with the school counseling vision and mission.
- Addresses criteria: Goal (achievement, attendance, and/or behavior), Outcome Data, and SMART Goal format.
- Are linked to school's data.
- Mindsets and Behaviors Planning Tool is partially completed and uploaded.

1 Point/Inadequate:

- The school counseling program goals do not focus 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.
- Mindsets and Behaviors Planning Tool is not included.



MANAGEMENT

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

Annual agreements outline the organization and focus of the school counseling program. 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.

- Schools must use the annual agreement template provided in the ASCA National Model and must submit *one for each counselor* as separate supplemental documentation.
www.schoolcounselor.org/ramptemplates
- The annual agreement is thorough and reflects each school counselor's scope of work.
- The percentages may vary with individual assignments but reflect the total percentage of time (80 percent) for direct and indirect services.
- The annual agreement is created and signed by the school counselor and supervising administrator within the first two months of the school year.
- Each agreement reflects the school counseling program's mission statement and program goals.
- Document includes a paragraph describing the discussion and development of the annual agreement surrounding your program goal.

ANNUAL AGREEMENT SCORING RUBRIC:

3 Points/Exemplary:

- The agreement for each school counselor is thorough and reflects each school counselor's scope of work.
- The percentage of time aligns with the recommended percentage of time for direct/indirect services and program planning/school support.
- Each agreement unmistakably reflects the school counseling program's mission statement and program goals.
- The annual agreement must be submitted from each counselor and must use the ASCA annual agreement template.
- Each agreement was signed within the first two months of the school year.
- Document includes a paragraph describing the discussion and development of the annual agreement surrounding your program goal.

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.
- Document includes a paragraph that minimally describes the discussion and development of the annual agreement surrounding your program goal.

1 Point/Inadequate:

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

1 Point/Inadequate (cont.)

- 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.
- Document does not describe the development of the annual agreement.

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

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

- Document includes a paragraph describing how members were selected and share the outcome/results from one of your meetings.
- Submit the minutes from one meeting and the matching agenda as separate supplemental documentation.

SCHOOL COUNSELING ADVISORY COUNCIL SCORING RUBRIC:

3 Points/Exemplary:

- There is highly detailed evidence (i.e. agenda, minutes) that the school counselor has presented school's current data and school counseling program's goals and activities to the advisory council.
- There is clear evidence that the advisory council has provided input on the goals and activities of the school counseling program.
- Document includes a paragraph describing how members were selected and share the outcome/results from one of the meetings.

2 Points/Satisfactory:

- There is minimal evidence (agenda) that the school counselor has presented school's current data and school counseling program goals and activities to the advisory council.
- There is minimal evidence that the advisory council has provided input on the goals and activities of the school counseling program.
- Document includes a paragraph describing how members were selected.

1 Point/Inadequate:

- There is no evidence the school counselor has presented school's current data and school counseling program's goals and activities to the advisory council.
- There is no evidence that the advisory council has provided input on the goals and activities of the school counseling program.
- Document does not include a paragraph describing how members were selected or outcome/results from one of the meetings.

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.

- Document includes a paragraph describing the annual calendar and how the department uses and adjusts the calendar as needed based on information or situations arising during the school year.
- Submit the annual calendar that includes activities/events that support a comprehensive school counseling program and reflect the school counseling program goals.

CALENDARS SCORING RUBRIC:

3 Points/Exemplary:

- The calendar is highly detailed and clearly shows the depth and breadth of an exemplary comprehensive school counseling program.
- The annual calendar clearly reflects the school counseling program goals.
- Document includes a paragraph describing the annual calendar and how the department uses and adjusts the calendar as needed based on information or situations arising during the school year.

2 Points/Satisfactory:

- The calendar includes components of a comprehensive school counseling program.
- The annual calendar reflects some activities linked to the school counseling program goals.
- Document includes a paragraph describing the annual calendar and how the department uses and adjusts the calendar as needed based on information or situations arising during the school year.

1 Point/Inadequate:

- The annual calendar provided few details of a comprehensive school counseling program.
- The annual calendar shows no evidence of reflection of a comprehensive school counseling program goals.
- Document does not include a paragraph describing the annual calendar and how the department uses and adjusts the calendar as needed based on information or situations arising during the school year.



DELIVERY

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 a lessons/activities that are delivered to all students in one grade level.

- Use the ASCA School Counseling Core Curriculum Action Plan Form.
www.schoolcounselor.org/ramptemplates
- As part of your supplemental documentation, complete and upload the SC Core Curriculum Action Plan for one lesson.
- There is no written paragraph required for this section.

SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN SCORING RUBRIC:

3 Points/Exemplary:

- The school counseling curriculum action plan is highly comprehensive in scope and developmentally appropriate.
- The lesson in the plan addresses student success based on school data and is linked to the program goal.

2 Points/Satisfactory:

- The school counseling curriculum action plan is comprehensive in scope and developmentally appropriate.
- The lesson in the plan addresses student success based on school data.

1 Point/Inadequate:

- The school counseling curriculum action plan is neither comprehensive in scope nor developmentally appropriate.
- The lesson in the plan is unclear and is not based on school data.



ACCOUNTABILITY

PROGRAM GOAL RESULTS REPORT CRITERIA - 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.

- As part of your supplemental documentation, please upload a chart or graph summarizing the results of your program goal.
- Chart/graph must include a title.
- Both X- and Y-axis must clearly be labeled on the graph.
- Analysis of the results report addresses how the results will inform future school counseling intervention, strategies, and/or activities.

SCHOOL COUNSELING PROGRAM GOAL RESULTS REPORT RUBRIC:

3 Points/Exemplary:

- The results are clearly tied to school counseling program goals.
- A quality graph or chart summarizes the data collected. The graph/chart is easily read and clearly understood.
- The results address how the findings will inform future school counseling intervention, strategies, and/or activities.

2 Points/Satisfactory:

- The results are broadly tied to school counseling program goals.
- A clear graph/chart summarizes the data collected. The graph/chart is easily read and clearly understood.
- Implications from the data are discussed and some insight provided.

1 Point/Inadequate:

- The results are not tied to school counseling program goals.
- Not chart/graph is provided.
- Implications do not include insight or meaningful ways to improve.



REFLECTION

ASCA THEMES (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. (300 – 500 words)

- **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.

ASCA THEMES 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.

SOCIAL EMOTIONAL LEARNING

SOCIAL EMOTIONAL LEARNING - 3 Points

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (www.casel.org)

- Give one detailed example of how social emotional learning is being utilized at your school related to schoolwide programs, leadership activities, and/or community service projects. Share the impact observed in students.

SOCIAL EMOTIONAL LEARNING RUBRIC:

3 Points/Exemplary:

- Includes one highly detailed example of how Social Emotional Learning is being utilized within the school as it relates to schoolwide programs, leadership activities, and/or community service projects. Discusses the impact it has had on students and the school community.

2 Points/Satisfactory:

- Includes one example of how Social Emotional Learning is being utilized within the school related to schoolwide programs, leadership activities, and/or community service projects. Discusses the impact it has had on students.

1 Point/Inadequate:

- Does not include any examples of how Social Emotional Learning is being utilized in their school.

TECHNICAL ELEMENTS

5 Bronze Award

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:

3 Points/Exemplary:

- 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.

2 Points/Satisfactory:

- 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.

1 Point/Inadequate:

- 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.



CHECKLIST FOR SUBMISSION*

APPLICATION DOCUMENTS:

__ Cover Page: Should include complete School Name, School Address, Main Contact Phone Number, Main Contact Email Address and School District. 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. **Maximum number of pages for the application should not exceed 10. The Cover Page and separate Supplemental Documents are not included in the Page Count requirement.**

SUPPLEMENTAL DOCUMENTS/TEMPLATES UPLOAD:

- __ ASCA Mindsets and Behaviors Template
- __ Advisory Council Agenda and Minutes
- __ Annual Calendar
- __ Annual Agreement
- __ ASCA School Counseling Core Curriculum Action Plan
- __ Program Goal Results Report (Graph)
- __ 2 School Counseling Department Photos

SUBMISSION:

***Applications and supplemental documentation should be emailed in a zip file to lsscaawards@gmail.com no later than Saturday, September 15, 2018. Both the email subject line and zip file should reflect the name of your school and award level (i.e. LSSCA MIDDLE SCHOOL – BRONZE APPLCATION).**

By submitting your application, you are giving LSSCA 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