

LONE STAR STATE
SCHOOL
COUNSELOR
ASSOCIATION
(LSSSCA)

Gold 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 recognition for school counseling programs that follow 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. Supporting these components are the ASCA Themes that 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 Gold Document that applicants will produce and submit for evaluation.

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

Additional information and examples can be found in the *ASCA National Model: A Framework for School Counseling Programs, Third Ed.*, and the *ASCA National Model Implementation Guide: Foundation, Management, and Accountability*.

References to these resources will be written as, “ASCA Framework Pg. ___” and “ASCA Implementation Guide, Pg. ___”



VISION STATEMENTS

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.

- Describes the future world where student outcomes are successfully achieved.
- States the best possible student outcomes desired for all students that are five to 15 years away.
- Aligns with the school and district vision statement (if available*)
- The Narrative: 1) discusses how the school counseling program's beliefs influenced the vision statement, 2) addresses how the vision statement was developed, and 3) addresses how the vision statement drives the school counseling program.

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, outcomes, alignment with district vision) to the highest extent.
- The narrative includes a highly detailed explanation, including specific examples, of the process for developing the vision statement, how the belief statement influenced the vision development, and how the vision statement drives the school counseling program.
- The narrative explains why components were included or excluded.

2 Points/Satisfactory:

- The vision statement creates a satisfactory picture of success for all students that fulfills at least two criteria (future, outcomes, alignment with district vision) to the highest extent.
- The narrative includes a general explanation, which may or may not include examples, of the process for developing the vision statement, how the belief statement influenced the vision development, and how the vision statement drives the school counseling program.
- The narrative explains why components were included or excluded.

1 Points/Inadequate:

- The vision statement lacks a focus, does not create a clear picture of success for all students, and does not address the criteria.
- The narrative includes little or no explanation for how the vision statement
- The narrative explains why components were included or excluded.

MISSION STATEMENT

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 the vision, creating one focus that ensures all students benefit in the implementation of the comprehensive school counseling program.

- 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 every student.
- The narrative provides a detailed summary of the process for developing the mission statement, an explanation of how the program addresses equity access and success for every student, and an explanation of how the program addresses long-range results for every student.

MISSION STATEMENT SCORING RUBRIC:

3 Points/Exemplary:

- Includes school’s mission statement (if available)
- The mission statement creates a clear focus and direction for the school counseling program to reach the vision and fulfills all three criteria (linkages, equity/access/success, long-range results) to the highest extent.
- The narrative includes a highly detailed summary, with specific examples, of how the mission statement was developed, how the program addresses equity, access and success for every student, and how the program addresses the long-range results for every student.

2 Points/Satisfactory:

- Includes school’s mission statement (if available)
- The mission statement creates a direction for the school counseling program and addresses all three criteria (linkages, equity/access/success, long-range results).
- The narrative provides a general explanation, which may not provide specific examples, of how the mission statement was developed, how the program addresses equity, access and success for every student, and how the program addresses the long-range results for every student.

1 Point/Inadequate:

- A copy of the school’s mission statement may be included.
- The mission statement lacks focus and minimally addresses the criteria.
- The narrative provides little or no explanation for how the mission statement was developed, how the program addresses equity, access and success for every student, and how the program addresses the long-range results for every student.

SECTION 3: SCHOOL COUNSELING PROGRAM GOALS

SECTION 3: PROGRAM GOALS CRITERIA*: (ASCA Framework Pg. 25-28) - 6 Points

The school counseling program goals 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.

Three (3) Program Goals are identified that:

- Promote achievement, attendance, and/or behavior,
- Are based on school data (achievement, attendance, and behavior) that may be revealed through the school data profile, school improvement plan or similar data analysis reports.
- Address achievement, opportunity or attainment gaps,
- Are written in SMART format: Specific, Measurable, Attainable, Results-Oriented, and Time-Bound (Use the ASCA SMART Goal Template to write your goals which can be found at www.schoolcounselor.org/ramptemplates)
- The Narrative addresses how the goals were developed, are based on school outcome data (school data profiles, school improvement plans, data analysis reports), address student inequalities: achievement, opportunities, attainment, school improvement goals or schoolwide issues identified through data, and align with the school counseling program's vision and mission. (Supporting documentation may include the school data profile from the ASCA National Model Implementation Guide, school improvement plan goals, and other school or district generated data).

**Note! It is encouraged but not required that one goal address a gap. This goal could then drive Section 11 "Closing the Gap".*

PROGRAM GOALS SCORING RUBRIC:

6 Points/Exemplary:

The school counseling program goals:

- Focus attention on a component of outcome data (achievement, attendance, behavior).
- Align with the school counseling vision and mission.
- Fulfills all criteria: achievement, attendance and/or behavior
- Are based on outcome data (school data profiles, school improvement plans, data analysis reports)
- Are Written in SMART goal format (including baseline and target data)
- Are unmistakably linked to school's data and needs (supporting documentation encouraged, but not required).
- Include excellent statements about desirable student outcomes toward which the program is willing to devote resources.
- Do not include extraneous information within the goal statement.
- The narrative is highly detailed and includes specific examples of the process for developing the goals, how the program goals address equity, access and success for every student, how the goals are founded in data, and why the goals are important to the school.

5 Points/Accomplished:

The school counseling program goals:

- Focus attention on a component of outcome data (achievement, attendance, behavior).
- Align with the school counseling vision and mission.
- Addresses all criteria: achievement, attendance and/or behavior
- Are based on outcome data (school data profiles, school improvement plans, data analysis reports)
- Are Written in SMART goal format (including baseline and target data)
- Are clearly linked to school's data and needs (supporting documentation encouraged, but not required).
- Include strong statements about desirable student outcomes toward which the program is willing to devote resources.
- The narrative is detailed about the process for developing the goals, how the program goals address student learning and/or student inequalities, how the goals are founded in data, and why the goals are important to the school.

4 Point/Satisfactory:

The school counseling program goals:

- Focus on a component of outcome data (achievement, attendance, behavior).
- Align with the school counseling vision and mission.

- Addresses all criteria: achievement, attendance and/or behavior
- Are based on outcome data (school data profiles, school improvement plans, data analysis reports)
- Are Written in SMART goal format (including baseline and target data)
- Are linked to school's data and needs (supporting documentation encouraged, but not required).
- The narrative includes an explanation about the process for developing the goals, how the program goals address student learning and/or student inequalities, and how the goals are related to the school's data.

3 Point/Minimally Satisfactory:

The school counseling program goals:

- Focus attention on issues related to students' attitudes (achievement, attendance, behavior).
- May align with the school counseling vision and mission.
- Do not address all criteria: achievement, attendance and/or behavior.
- May not be based on outcome data (school data profiles, school improvement plans, data analysis reports)
- May not be written in SMART goal format (including baseline and target data)
- Are weakly linked to school's outcome data or are based on data other than achievement, attendance, and/or behavior.
- The narrative mentions but does not explain the process for developing the goals, how the program goals address student learning and/or student inequalities, and how the goals are founded in data.

2 Points/Emerging:

The school counseling program goals:

- May focus attention on issues related to students' attitudes (achievement, attendance, behavior).
- May align with the school counseling vision and mission.
- Are not linked to the school's data.
- The narrative lacks a summary of the process for developing the goals, how the goals address student learning and/or student inequalities, and how the goals are founded in data.

1 Point/Inadequate:

The school counseling program goals:

- Do not focus attention on issues related to students' attitudes (achievement, attendance, behavior).
- Do not align with the school counseling vision and mission.
- Are not linked to the school's data.
- The narrative focuses on content related to goals (e.g. strategies to implement) and provides little or no information, the process for developing the goals how the program goals address student learning and/or student inequalities, and how the goals are founded in data.

ASCA MINDSETS & BEHAVIORS FOR STUDENT SUCCESS

SECTION 4: MINDSETS & BEHAVIOR CRITERIA: (ASCA Model Implementation Guide, Pg.57-69) - 4 Points

The ASCA Mindsets and 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.

- The ASCA 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
 - Indicate 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)
- The Narrative addresses how the Mindsets & Behaviors were intentionally and carefully selected, serve as the foundation for core curriculum, small groups, and closing-the-gap and are reviewed or revised each year. (300 – 750 words).

MINDSETS & BEHAVIORS SCORING RUBRIC

4 Points/Exemplary:

The ASCA Mindsets and Behaviors planning tool:

- 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)
- All grade levels have specific standards.
- The narrative provides a highly detailed explanation, which includes specific examples, for how the ASCA Mindsets & Behaviors: were intentionally and carefully selected, serve as the foundation for core curriculum-CC, small group-SG, closing the gap activities, are reviewed or revised each year.

3 Points/Accomplished:

The ASCA Mindsets and Behaviors planning tool:

- Indicates which ASCA Mindsets & Behaviors are addressed at which grade level.
- Indicates how each is addressed (core curriculum-CC, small group-SG, closing the gap-CTG)
- Most grade levels have specific standards.
- The narrative provides a detailed explanation, which includes specific examples, for how the ASCA Mindsets & Behaviors: were selected, serve as the foundation for most core curriculum-CC, small group-SG, closing the gap activities, are reviewed or revised each year.

2 Points/Satisfactory:

The ASCA Mindsets and Behaviors planning tool:

- Indicates which ASCA Mindsets & Behaviors are addressed.
- Some grade levels have specific standards.
- The narrative provides an explanation for how the ASCA Mindsets & Behaviors: were selected, serve as the foundation for some core curriculum-CC, small group-SG, closing the gap activities, are reviewed or revised each year.

1 Points/Inadequate:

The ASCA Mindsets and Behaviors planning tool:

- Indicates which ASCA Mindsets & Behaviors are addressed.
- The narrative provides an explanation for how the ASCA Mindsets & Behaviors: were selected and are reviewed or revised each year.

ANNUAL AGREEMENT

SECTION 5: ANNUAL AGREEMENT CRITERIA (ASCA Framework Pg. 46-47) – 5 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 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 statement 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).
- The narrative addresses how the annual agreement was developed and reflects the discussion with the administrator. It provides a rationale for the school counselor's use of time based on the school's data and a use-of-time assessment. It provides an explanation of how the decision to distribute duties among the school counseling staff was made. (300 – 750 words)
- *Upload Supporting Documentation* such as:
 - Use of Time Assessments from the previous school year
 - Charts/Graphs of Time Usage
 - Dates & Minutes from School Counseling Department Meetings (if more than one counselor on site).
 - Dates & Minutes from School Counselor/Administrator Meetings

ANNUAL AGREEMENT SCORING RUBRIC:

5 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 and program goals.
 - Lists the school counselor's specific responsibilities within the school counseling program and scope of work.
 - Identifies areas for professional development for each school counselor.
- Strong supporting documentation is provided and may include one or more of the following:
 - Use of time assessments,
 - Chars/graphs of time usage,
 - Date(s) and minutes of school counseling department meetings (if more than one school counselor on-site)
 - Date(s) and minutes of school counselor/administrator meetings
- The narrative provides a highly detailed explanation, which includes specific examples of, about:
 - The formal discussion among members of the school counseling department (when more than one school counselor on site).
 - The formal discussion between the school counselor(s) and principal.
 - Compelling rationale of the school counselor's use of time in support of the program goals and the comprehensive school counseling program

- How the decision to distribute duties among the school counseling staff was made or how school counselor duties/responsibilities were determined (when single school counselor on site)

4 Points/Accomplished:

- 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. 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 and program goals.
 - Lists the school counselor's specific responsibilities within the school counseling program and scope of work.
 - Identifies areas for professional development for each school counselor.
- The narrative provides a detailed explanation about:
 - The formal discussion among members of the school counseling department (when more than one school counselor on site).
 - The formal discussion between the school counselor(s) and principal.
 - Explanation of the school counselor's use of time in support of the program goals and the comprehensive school counseling program
 - How the decision to distribute duties among the school counseling staff was made or how school counselor duties/responsibilities were determined (when single school counselor on site)

3 Points/Satisfactory:

- The application includes an annual agreement for each school counselor using the ASCA template.
- The percentages may vary with individual assignments but approximate the total percentage of time (80 percent) for direct and indirect services. Minimally adequate explanation provided when the 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 and program goals.
 - Lists the school counselor's specific responsibilities within the school counseling program and scope of work.
 - Identifies areas for professional development for each school counselor.
- The narrative provides an explanation about:
 - The formal discussion among members of the school counseling department (when more than one school counselor on site).
 - The formal discussion between the school counselor(s) and principal.
 - Explanation of the school counselor's use of time in support of the program goals and the comprehensive school counseling program
 - How the decision to distribute duties among the school counseling staff was made or how school counselor duties/responsibilities were determined (when single school counselor on site)

2 Points/Emerging:

- The application includes an annual agreement for each school counselor. May or may not use the ASCA template.
- The percentages may vary with individual assignments but approximate the total percentage of time (80 percent) for direct and indirect services. Inadequate explanation provided when the use of time does not align with the 80/20 recommendation.
- Each annual agreement:
 - Was not created and signed by the school counselor and supervising administrator within the first two months of the school year.
 - May or may not identify the school counseling program's mission and program goals.
 - May or may not list the school counselor's specific responsibilities within the school counseling program and scope of work.
 - May or may not identify areas for professional development for each school counselor.
- The narrative provides an explanation about:

- The discussion between the school counselor(s) and principal.
- How the decision to distribute duties among the school counseling staff was made or how school counselor duties/responsibilities were determined (when single school counselor on site)

1 Point/Inadequate:

- The ASCA template is not used and no explanation provided.
- Not all school counselors submitted an annual agreement.
- The percentage of time does not align with the recommended percentage of time for direct/indirect student services and program planning/school support and no explanation provided.
- Each annual agreement:
 - Was not signed within the first two months of the school year and the narrative does not explain.
 - Does not reflect the counseling program's mission and program goals.
- The narrative:
 - Does not provide a rationale of the school counselor's use of time in support of the program goals.
 - Does not reference a discussion between the school counselor and principal.
 - Does not explain how the decision to distribute duties among the school counseling staff was made.



ADVISORY COUNCIL

SECTION 6: ADVISORY COUNCIL CRITERIA (ASCA Framework Pg. 47-48) - 5 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.

Include:

- A list of advisory council members and their stakeholder positions.
- Submit the minutes and matching agenda from two meetings (1-fall and 1-spring) as separate supplemental documentation. At minimum, share the results/implications of the program goals.
- Supporting documentation for the meetings (i.e. PowerPoint presentations, data/handouts/ charts/graphs, relevant letters or announcements, etc.).
- The narrative addresses how the advisory council was developed**, how members were selected, how the council guides the program, and how the school counseling program incorporates the advisory council's feedback. (300-750 words) ***Special note! To receive a 4 or higher, the advisory council must be school-specific, solely focused on the school counseling program and not created for the purpose of applying for RAMP. If the advisory council is part of an existing school committee, then the score cannot be higher than three.*

SCHOOL COUNSELING ADVISORY COUNCIL SCORING RUBRIC:

5 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 two meetings (one from the fall and one from the spring) are included.
- 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 results and implications of the program goals and activities were presented to and were discussed with the council.
- Reflect a meaningful discussion.

The narrative:

- Provides a highly detailed explanation, which includes specific examples, of how the advisory council was developed.
- Provides an explanation about how advisory council members were selected.
- Addresses how the advisory council provides input to and feedback on the school counseling program's goals and activities.
- Addresses how the school counseling program incorporates advisory council feedback.

4 Points/Accomplished:

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.
- Detailed agendas and minutes from at least two meetings (one from the fall and one from the spring) are included.
- 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 school counseling program's goals and activities.
- Provide evidence that the results and implications of the program goals and activities were presented to and were discussed with the advisory council.
- Reflect a meaningful discussion.

The narrative:

- Provides an explanation of how the advisory council was developed.
- Provides an explanation about how advisory council members were selected.
- Addresses how the advisory council provides input to and feedback on the school counseling program's goals and activities.

3 Points/Satisfactory:

The school counseling advisory council:

- Includes representatives from core stakeholder groups.
- May not be solely focused on the school counseling program.
- Agendas and minutes from at least two meetings (one from the fall and one from the spring) are included.
- Supporting documentation (e.g. PowerPoint, Prezi, handouts, data charts/graphs, infographics, etc.) shared at the advisory council meetings is included.

The minutes:

- Provide some evidence that the advisory council provided input on school counseling program's goals and activities.
- Provide some evidence that the results and implications of the program goals and activities were presented to and were discussed with the advisory council.

The narrative:

- Provides an explanation of how the advisory council was developed.
- Provides an explanation about how advisory council members were selected.
- Addresses how the advisory council provides input to and feedback on the school counseling program's goals and activities.

2 Points/Emerging:

The school counseling advisory council:

- Includes representatives from some stakeholder groups.
- May not be solely focused on the school counseling program.
- An agenda and minutes from at least one meeting are included.

The minutes:

- Provide minimal evidence that the advisory council provided input on the school counseling program's goals and activities.
- Provide minimal evidence that the results and implications of the program goals and activities were presented to and were discussed with the council.

1 Point/Inadequate:

The school counseling advisory council:

- Includes representatives from few stakeholder groups.
- May not be solely focused on the school counseling program.
- An agenda and minutes from at least one meeting may be included.

The minutes:

- Provide little evidence that the advisory council provided input on the school counseling program's goals and activities.
- Provide little evidence that the results and implications of the program goals and activities were presented to and discussed with the council.



SECTION 7: CALENDARS

SECTION 7: CALENDARS CRITERIA (ASCA Framework Pg. 56-57) – 5 Points

School counselors develop, publish and share calendars that reflect school counseling activities to inform students, families, teachers and administrators about the comprehensive school counseling program.

- As separate documentation, submit 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.
- Include two weekly calendars for each school counselor - one from fall semester and one from spring semester.
- The weekly calendars include:
 - Dates and as much specific information as possible and include delivery method (core curriculum-CC, small group-SG, individual-I).
 - Specific topic addressed (i.e. CC – bullying, SG – conflict resolution)
 - Calculated percentages of time for direct/indirect/program planning and school support on the weekly calendars. Percentages align with the annual agreement.
 - School counselors within the department do not have to select the same weeks for submission but must choose one from fall and one from spring.
- The narrative includes an explanation of how the annual and weekly calendars are developed. Describe how priorities are identified. Provide details of the collaborative conversations with administrators and other staff. Discuss how annual and weekly calendars are shared with stakeholders (i.e. website, newsletters, and school counselor offices). The narrative describes how the department uses and adjusts the calendar as needed based on information or situations arising during the school year. (300-750 words)

CALENDARS SCORING RUBRIC:

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5 Points/Exemplary:

- The annual calendar 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.
- Two weekly calendars for each school counselor are included (one from fall semester and one from spring semester)

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. Strong rationale must be provided in the narrative if use of time in the calendars does not align with the annual agreements.

The narrative:

- Describes how the annual and weekly calendars are developed.
- Describes how priorities are identified.
- Provides details about the collaborative conversations between school counselors, with administrators and other staff.
- Details how the annual and weekly calendars are shared with stakeholders.
- Explains how the annual and weekly calendars are adjusted based on information or situations arising during the school year.

4 Points/Accomplished:

- The annual calendar is detailed and documents all activities, events and services within the comprehensive school counseling program. Activities demonstrate commitment to all students.
- Two weekly calendars for each school counselor are included (one from fall semester and one from spring semester).

The weekly calendars include:

- Dates and 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.
- Closely aligns with the annual agreement. Rationale must be provided in the narrative if use of time in the calendars does not align with the annual agreements.

The narrative:

- Describes how the annual and weekly calendars are developed
- Describes how priorities are identified.
- Provides details about the collaborative conversations between school counselors, with administrators and other staff.
- Details how the annual and weekly calendars are shared with stakeholders.
- Explains how the annual and weekly calendars are adjusted based on information or situations arising during the school year.

3 Points/Satisfactory:

- The annual calendar documents all activities, events and services within the comprehensive school counseling program. Activities demonstrate commitment to all students.
- Two weekly calendars for each school counselor are included (one from fall semester and one from spring semester).

The weekly calendars include:

- Detailed information.
- Delivery method (core curriculum-CC, small group-SG, individual-I).
- Percentage of time for direct/indirect student services and program management/school support. May align with the annual agreement.

The narrative:

- Describes how the annual and weekly calendars are developed.
- Describes how priorities are identified.
- Explains how the annual and weekly calendars are shared with stakeholders.
- Explains how the annual and weekly calendars are adjusted based on information or situations arising during the school year.

2 Points/Emerging:

- The annual calendar documents activities, events and services within the comprehensive school counseling program. Activities demonstrate commitment to students.
- Two weekly calendars for each school counselor are included (one from fall semester and one from spring semester).

The weekly calendars include:

- General information.
- Percentage of time for direct/indirect student services and program management/school support.

The narrative:

- Describes how the annual and weekly calendars are developed.
- Notes that the annual and weekly calendars are shared.

1 Point/Inadequate:

- The annual calendar includes sparse or no details of a comprehensive school counseling program.
- The annual calendar shows no evidence of connection to the school counseling program goals and the program action plans (core curriculum, small group, closing the gap).
- The two weekly calendars (one from the fall and one from the spring) from each school counselor are not included *or* the two weekly calendars show little or no detail and little or no correlation with the percentage of time allocated to the delivery component in the annual agreement.

SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN AND LESSON PLANS

SECTION 8; SCHOOL COUNSELOR CURRICULUM ACTION PLAN & LESSON PLANS (ASCA Framework Pg. 53-55) – 6 Points

The school counseling core curriculum action plan provides details about how the school counselors will deliver school counseling program lessons and activities to all students. The plan identifies process, perception and outcome data collection.

- **The Core Curriculum Action Plan**
 - Must use the ASCA School Counseling Core Curriculum Action Plan Template found at www.schoolcounselor.org/RAMPtemplates
 - Must include all School Counseling core curriculum lessons/activities for the school year.
 - Lessons must be delivered to all students or large groups of students.
 - All lessons have process and perception data collection plans.
 - Most lessons have outcome data collection plans.
 - SPECIAL NOTE!: *Not all lessons/activities will address the program goals; School Counseling core curriculum does not include small-group or consigo-the-gap activities or parent presentations.*
- **The Lesson Plans**
 - Include three (3) lessons from the Core Curriculum Action Plan
 - Use the ASCA Lesson Plan template found at www.schoolcounselor.org/RAMPtemplates
 - The 3 lessons must include the plan for collecting process, perception, and outcome data
 - Must include the survey or instrument used to collect perception data for the three lessons.
 - The three lessons must be from a unit or may be standalone lessons. (Note! Section 9 requires the results reports for these three lessons.)
- The narrative:
 - Addresses the rationale for the design of the school counseling core curriculum plan.
 - May include: developmental needs, needs identified through data, ASCA Mindsets & Behaviors, Goals, and /or Domains (academic, career, social/emotional)
 - Explains any exceptions or unusual circumstances that impede or affect delivery of the core curriculum to all students.

SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN SCORING RUBRIC:

6 Points/Exemplary:

The school counseling core curriculum action plan:

- Includes all school counseling core curriculum lessons/activities for the school year.
- Includes the data collection plan
- All lessons/activities have process and perception data collection plans.
- All or almost all lessons/activities have outcome data collection plans.
- Lessons in the plan address a variety of topics. Considers the school's unique needs based on Data, Developmental needs, ASCA Mindsets & Behaviors, and/or Domains

The three lesson plans:

- Identify one to three ASCA Mindsets & Behaviors that drive the content.
- Include a variety of teaching strategies (e.g. discussion, partner work, use of technology, role-play, biblio-counseling, etc.).
- 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).
 - Outcome data (changes in achievement, attendance and behavior).
 - Include any survey or instrument used to collect perception data for the three highlighted lessons.
 - Shared lessons are part of the core curriculum, which address all students. Strong rationale must be provided in the narrative if any student groups or grade levels are excluded.

The narrative provides a highly detailed rationale, which includes specific examples, and explanation about how the school counseling core curriculum action plan:

- Links to the school counseling program vision, mission and goals.
- Is developed.
- May include: Data, Developmental needs, ASCA Mindsets & Behaviors, and/or Domains
- May be impeded or affected by any exceptions or unusual circumstances.
- Will be delivered (e.g. collaborative delivery, teachers as advisors)

5 Points/Accomplished:

The school counseling core curriculum action plan:

- Includes all school counseling core curriculum lessons/activities for the school year.
- Includes the data collection plan
- All lessons/activities have process and perception data collection plans.
- Most lessons/activities have outcome data collection plans.
- Lessons in the plan address a variety of topics. Considers the school's unique needs based on Data, Developmental needs, ASCA Mindsets & Behaviors, and/or Domains

The three lesson plans:

- Identify one to three ASCA Mindsets & Behaviors that drive the content.
- Include a variety of teaching strategies (e.g. discussion, partner work, use of technology, role-play, biblio-counseling, etc.).
- Include a 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).
 - Outcome data (changes in achievement, attendance and behavior).
 - Include any survey or instrument used to collect perception data for the three highlighted lessons.
 - Shared lessons are part of the core curriculum, which address all students. Strong rationale must be provided in the narrative if any student groups or grade levels are excluded.

The narrative provides a detailed rationale, which includes specific examples, and explanation about how the school counseling core curriculum action plan:

- Links to the school counseling program vision, mission and goals.
- Is developed.
- May include: Data, Developmental needs, ASCA Mindsets & Behaviors, and/or Domains
- May be impeded or affected by any exceptions or unusual circumstances.

- Will be delivered (e.g. collaborative delivery, teachers as advisors).

4 Points/Satisfactory:

The school counseling core curriculum action plan:

- Includes all school counseling core curriculum lessons/activities for the school year.
- Includes the data collection plan
- Most lessons have process and perception data collection plans.
- Some lessons/activities have outcome data collection plans.
- Lessons in the plan may address topics based on school needs.

The three lesson plans:

- Identify ASCA Mindsets & Behaviors that drive the content.
- Include a general plan for evaluation of:
 - Process data (number of students, number of lessons, length of lessons).
 - Perception data (changes in student attitudes, knowledge and skills).
 - Outcome data (changes in achievement, attendance and behavior).
 - Include any survey or instrument used to collect perception data for the three highlighted lessons.
 - May not include all students and no explanation provided.

The narrative provides a general rationale, which includes specific examples, and explanation about how the school counseling core curriculum action plan:

- Links to the school counseling program vision, mission and goals.
- Is developed.
- May include: Data, Developmental needs, ASCA Mindsets & Behaviors, and/or Domains
- Delivery is impeded or affected by any exceptions or unusual circumstances.
- Will be delivered (e.g. collaborative delivery, teachers as advisors).

3 Points/Minimally Satisfactory

The school counseling core curriculum action plan:

- Includes school counseling core curriculum lessons/activities for the school year.
- Includes the data collection plan for some lessons.
- Lessons may address topics based on school needs.

The three lesson plans:

- Identify ASCA Mindsets & Behaviors.
- Include a plan for evaluation.
- May include any survey or instrument used to collect perception data for the three highlighted lessons.
- May not include all students.

The narrative provides a general rationale and explanation about how the school counseling core curriculum action plan:

- Links to the school counseling program vision, mission or goals.
- Is developed.
- Will be delivered (e.g. collaborative delivery, teachers as advisors).

2 Points/Emerging:

The school counseling core curriculum action plan:

- Includes some school counseling core curriculum lessons/activities for the school year.
- Includes some data collection plan for some lessons.

The three lesson plans may:

- Identify ASCA Mindsets & Behaviors.
- Include a plan for evaluation.
- Include a survey or instrument used.
- Exclude some groups of students.

The narrative provides a general rationale and explanation about how the core curriculum action plan:

- Links to the school counseling program vision, mission or goals.
- Is developed.

1 Point/Inadequate:

The school counseling core curriculum action plan:

- Includes some school counseling core curriculum lessons/activities for the school year.
- Includes limited data collection plan.

The three lesson plans may not:

- Identify ASCA Mindsets & Behaviors.
- Include a plan for evaluation.
- Include a survey or instrument used.

The narrative may not discuss how the school counseling core curriculum action plan:

- Links to the school counseling program vision, mission or goals.
- Is developed.

SCHOOL COUNSELING CORE CURRICULUM RESULTS REPORT

SECTION 9: SCHOOL COUNSELING CORE CURRICULUM RESULTS REPORT – (ASCA Framework Pg. 114) - 6 Points

The analysis of the school counseling curriculum results report demonstrates the effectiveness of the program and classroom activities and informs program improvement. The school counseling program core curriculum results report analyzes the three lessons highlighted in Section 8.

- Use the School Counseling Curriculum Results Report template to organize the results for the three lessons (from Section 8) and as a guide. The template is found at www.schoolcounselor.org/RAMPtemplates
- Insert the school counseling core curriculum results report information into the appropriate section for each lesson.
- Upload a chart or graph summarizing the perception data collected for the three lessons in the SC Core Curriculum Action Plan. The chart must include a title. The X- and Y-axis must be clearly labeled.
- 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.
- Types of data included:
 - *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
- The narrative explains how the data results will help:
 - Deliver lessons more effectively
 - Collect data more accurately
 - Target ASCA Mindsets & Behaviors
 - Make decisions about which lessons to continue, adjust, or discontinue

SCHOOL COUNSELING CORE CURRICULUM RESULTS REPORT RUBRIC:

6 Points/Exemplary:

- The school counseling core curriculum results report summarizes the three lessons highlighted in Section 8.
- Process, perception and outcome data (see above) are included for the three lesson plans.
- 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.
- The narrative provides a highly detailed explanation, including specific examples:
 - Of the effectiveness of the lessons with specific reference to process, perception and outcome data collected.
 - How the results will inform future school counseling activities with compelling rationale for any recommendations/suggestions/decisions.
 - Ideas for improvement of delivery, content, timing, etc. may be included.
 - Commentary on continuation (or not) of content.

5 Points/Accomplished:

- The school counseling core curriculum results report summarizes the three lessons highlighted in Section 8.
- Process, perception and outcome data (see above) are included for the three lesson plans.
- 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.
- The narrative provides a detailed explanation, including specific examples of:
 - The effectiveness of the lessons with specific reference to process, perception and outcome data collected.
 - How the results will inform future school counseling activities with compelling rationale for any recommendations/suggestions/decisions.
 - Ideas for improvement of delivery, content, timing, etc. may be included.
 - Commentary on continuation (or not) of content.

4 Points/Satisfactory:

- The school counseling core curriculum results report summarizes the three lessons highlighted in Section 8.
- Process, perception and outcome data (see above) are included for the three lesson plans.
- A quality graph or chart is included that:
 - Is understood.
 - Summarizes the perception data collected.
 - 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.
- The narrative provides a general explanation, including specific examples of:
 - The effectiveness of the lessons with specific reference to process, perception and outcome data

collected.

- How the results will inform future school counseling activities with compelling rationale for any recommendations/suggestions/decisions.
- Ideas for improvement of delivery, content, timing, etc. may be included.
- Commentary on continuation (or not) of content.

3 Points/Minimally Satisfactory:

- The school counseling core curriculum results report summarizes three classroom lessons.
- Process, perception and outcome data (see above) are included for the three lesson plans.
- A graph or chart is included.
- Implications based on data results are included.
- The narrative provides an explanation of the effectiveness of the lessons.

2 Points/Emerging:

- The school counseling core curriculum results report summarizes three classroom lessons.
- Process, perception and outcome data (see above) may be included for the three lesson plans.
- A graph or chart may be included.
- The narrative discusses the lessons.

1 Point/Inadequate:

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

SMALL-GROUP RESPONSIVE SERVICES

SECTION 10: SMALL-GROUP RESPONSIVE SERVICES (ASCA Framework Pg. 54-56) - 6 Points

Small group activities typically involve 4 or more sessions designed to meet specific prevention or intervention goals.

- The Small Group Action Plan:
 - Use the ASCA Small Group Action Plan Template found at <http://www.schoolcounselor.org/RAMPtemplates>
 - The plan includes all small groups 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:
 - All groups have process and perception data collection plans.
 - Most groups have outcome data collection plans.
- 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.
- Results report:
 - Use the small-group results report template found at www.schoolcounselor.org/RAMPtemplates as a guide.
 - Must insert the small-group results report information into the appropriate sections of the template.
 - 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.
- The narrative addresses:
 - The small-group action plan
 - Why the group topics on the action plan are selected.
 - How the participants for groups on the action plan are selected.
 - The results report
 - Explains how the 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 lessons to continue, add or discontinue

SMALL-GROUP RESPONSIVE SERVICES RUBRIC

6 Points/Exemplary:

- The Small Group Action Plan:
 - Includes all small groups for the school year. (ASCA Framework, Pg. 72)
 - Includes the data collection plan
 - All groups have process and perception data collection plans.
 - Most groups have outcome data collection plans.
 - Groups reflect the unique needs of the school based on: Data and/or school improvement goals, developmental needs, and ASCA Mindsets & Behaviors
- 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, perception data, and outcome data.
 - Include a survey or instrument used to collect perception data for the highlighted group.
- The Small-Group Results Report:
 - Summarizes the group for which lesson plans were submitted.
 - Process, perception and outcome data are included.
 - A quality chart or graph is included that is clear (includes title, axis labels), summarizes the perception data collected, and 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; and Make decisions about which lessons to continue, add or discontinue.
- The narrative provides a highly detailed rationale and explanation, including specific examples, about:
 - How the action plan reflects the school's unique needs based on data and/or school improvement goals, developmental needs, and ASCA Mindsets & Behaviors.
 - How the lesson plan content is driven by the selected ASCA Mindsets & Behaviors
 - How the perception data assessment links to ASCA Mindsets & Behaviors.
 - How the Results Report informs future school counseling activities with:
 - Cogent rationale for recommendations
 - Ideas for delivery improvement (e.g. content, timing, etc.)
 - Commentary on continuation (or not) of the group.

5 Points/Accomplished:

- The Small Group Action Plan:
 - Includes all small groups for the school year.
 - Includes the data collection plan
 - All groups have process and perception data collection plans.
 - Most groups have outcome data collection plans.
 - Groups reflect the unique needs of the school based on: Data and/or school improvement goals, Developmental needs, and ASCA Mindsets & Behaviors
- 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, perception data, and outcome data.
 - Include a survey or instrument used to collect perception data for the highlighted group.
- The Small-Group Results Report:
 - Summarizes the group for which lesson plans were submitted.
 - Includes process, perception and outcome data.
 - Includes a quality chart or graph that is clear (includes title, axis labels), summarizes the perception data collected, and 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; and Make decisions about which lessons to continue, add or discontinue.
- The narrative provides a detailed rationale and explanation about:

- How the action plan reflects the school's unique needs based on Data and/or school improvement goals, Developmental Needs, ASCA Mindsets & Behaviors.
- How the lesson plan content is driven by the selected ASCA Mindsets & Behaviors
- How the perception data assessment links to ASCA Mindsets & Behaviors.
- How the Results Report informs future school counseling activities with:
 - o Cogent rationale for recommendations
 - o Ideas for delivery improvement (e.g. content, timing, etc.)
 - o Commentary on continuation (or not) of the group.

4 Points/Satisfactory:

- The Small Group Action Plan:
 - Includes all small groups for the school year.
 - Includes the data collection plan
 - o Most groups have process and perception data collection plans.
 - o Some groups have outcome data collection plans.
 - o Groups reflect the unique needs of the school based on: Data, Developmental needs, and ASCA Mindsets & Behaviors
- Lesson plans for one small group:
 - Identify ASCA Mindsets & Behaviors that drive the content.
 - Include a detailed plan for evaluation of process data, perception data, and outcome data.
 - Include a survey or instrument used to collect perception data for the highlighted group.
- The Small-Group Results Report:
 - Summarizes the group for which lesson plans were submitted.
 - Includes process, perception and outcome data.
 - Includes a chart or graph that is clear, summarizes the perception data collected, and clearly conveys lesson impact on students.
 - Implications explain how data results will help deliver groups more effectively; Collect data more accurately; Target ASCA Mindsets & Behaviors; and Make decisions about which groups to continue, add or discontinue.
- The narrative provides a detailed rationale and explanation about:
 - How the action plan reflects the school's unique needs based on Data, Developmental Needs, ASCA Mindsets & Behaviors.
 - How the lesson plan content is driven by the selected ASCA Mindsets & Behaviors
 - How the perception data assessment links to ASCA Mindsets & Behaviors.
 - How the Results Report informs future school counseling activities with:
 - o Rationale for recommendations
 - o Ideas for delivery improvement (e.g. content, timing, etc.)
 - o Commentary on continuation (or not) of the group.

3 Points/Minimally Satisfactory

- The Small Group Action Plan:
 - Includes small groups for the school year.
 - Includes the data collection plan
 - o Some groups have process and perception data collection plans.
 - o Reflects the school's needs
- Lesson plans for one small group:
 - Identify ASCA Mindsets & Behaviors.
 - Includes a plan for evaluation.
 - Include a survey or instrument used to collect perception data for the highlighted group.
- The Small-Group Results Report:
 - Summarizes the group for which lesson plans were submitted.
 - Includes process, perception and outcome data.
 - Includes a chart or graph.
 - Implications explain data results.

- The narrative provides a rationale and explanation about:
 - How the action plan reflects the school's needs.
 - The lesson plans.
 - The results report.

2 Points/Emerging:

- The Small Group Action Plan:
 - Includes small groups for the school year.
 - Groups may reflect the school's needs
- Lesson plans for one small group:
 - May identify ASCA Mindsets & Behaviors.
 - May include a plan for evaluation.
 - May include a survey or instrument used to collect perception data for the highlighted group.
- The Small-Group Results Report:
 - Summarizes the group for which lesson plans were submitted.
 - Explains data.
- The narrative discusses the action plan, the lesson plans, and the results report.

1 Point/Inadequate:

- The small-group action plan includes small groups for the school year.
- The lesson plans for one small group are included.
- The small-group results report is included.
- The narrative may discuss the action plan, the lesson plans or the results report.

CLOSING-THE-GAP RESULTS REPORT

SECTION 11: CLOSING THE GAP RESULTS REPORT – (ASCA Framework Pg. 104 - 116) - 6 Points

Closing-the-gap activities are multi-tiered, data-driven, and address academic, behavioral, and attendance discrepancies existing between student groups.

- Use the Closing-the-Gap Results Report template which can be found at www.schoolcounselor.org/RAMPtemplates
- Insert the Closing-the-Gap Results Report information into the appropriate sections
- Upload a summary of the perception data collected in a graph or chart format.
- The narrative addresses:
 - How the gap was defined through data (i.e. school data profile, school improvement plan/goals, disaggregated data reports, etc.).
 - Why the activities or interventions were chosen.
 - How the data results will help: Deliver the interventions/activities more effectively; Collect data more accurately; Target ASCA Mindsets & Behaviors; and Make decisions about which lessons to continue, adjust, or discontinue.

CLOSING THE GAP RESULTS REPORT RUBRIC:

6 Points-Exemplary:

The closing-the-gap results report identifies:

- Academic, behavioral or attendance discrepancies.
- ASCA Mindsets & Behaviors.
- Three or more multi-tiered interventions/ activities.
- Exemplary process, perception and outcome data are included.

A quality graph or chart is included that:

- Is clear – includes title and labels the axes.
- Summarizes the perception data collected.
- Clearly conveys impact on students.

Implications explain how data results will help:

- Deliver interventions/activities 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 interventions/ activities to continue, add or discontinue.

The narrative provides a highly detailed rationale and explanation, which includes specific examples, about:

- How the gap was defined through data (e.g. school data profile, school improvement plan/goals, disaggregated data reports, etc.).
- Why the interventions/activities were chosen (e.g. best practice, action research, evidence based, research-informed).
- How the data results will help:
 - Deliver intervention/activities 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 intervention/ activities to continue, add or discontinue.

5 Points/Accomplished:

The closing-the-gap results report identifies:

- Academic, behavioral or attendance discrepancies.
- ASCA Mindsets & Behaviors.
- Two or more interventions/ activities.
- Exemplary process, perception and outcome data are included.

A quality graph or chart is included that:

- Is clear – includes title and labels the axes.
- Summarizes the perception data collected.
- Clearly conveys impact on students.

Implications explain how data results will help:

- Deliver interventions/activities 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 interventions/ activities to continue, add or discontinue.

The narrative provides a detailed rationale and explanation, which includes specific examples, about:

- How the gap was defined through data (e.g. school data profile, school improvement plan/goals, disaggregated data reports, etc.).
- Why the interventions/activities were chosen (e.g. best practice, action research, evidence based, research-informed).
- How the data results will help:
 - Deliver intervention/activities 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 intervention/ activities to continue, add or discontinue.

4 Points/Accomplished:

The closing-the-gap results report identifies:

- Academic, behavioral or attendance discrepancies.
- ASCA Mindsets & Behaviors.
- Two or more interventions/ activities.
- Exemplary process, perception and outcome data are included.

A quality graph or chart is included that:

- Is clear – includes title and labels the axes.
- Summarizes the perception data collected.
- Clearly conveys impact on students.

Implications explain how data results will help:

- Deliver interventions/activities 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 interventions/ activities to continue, add or discontinue.

The narrative provides a rationale and explanation about:

- How the gap was defined through data.
- Why the interventions/activities were chosen.
- How the data results will help:
 - Deliver intervention/activities 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 intervention/ activities to continue, add or discontinue.

3 Points/Minimally Satisfactory

The closing-the-gap results report identifies:

- Academic, behavioral or attendance discrepancies.
- ASCA Mindsets & Behaviors.
- One or more interventions/ activities.
- Process, perception and outcome data are included.

A graph or chart is included.

Implications explain how data results will help:

- Deliver interventions/activities more effectively.
- Collect data more accurately.
- Make decisions.

The narrative provides an explanation about:

- How the gap was defined.
- Why the interventions/activities were chosen.
- The data.

2 Points/Emerging

The closing-the-gap results report identifies:

- Academic, behavioral or attendance discrepancies.
- Interventions/ activities.
- Process, perception and outcome data may be included.

A graph or chart may be included.

Implications explain data:

The narrative provides an and explanation about:

- The concern.
- The interventions/activities.
- The data.

1 Point/Inadequate

The Closing-the-Gap Results Report identifies:

- School or student concerns.
- Interventions/activities.

The narrative may discuss the results report.

PROGRAM EVALUATION REFLECTION

SECTION 12: PROGRAM EVALUATION REFLECTION (ASCA Framework Pg. 1-10) - 5 Points

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

- The narrative includes a response to the following question: How does your school's comprehensive school counseling program use leadership, advocacy, and collaboration to create systemic change for students' benefit. Cite specific examples for each that occurred as the school counseling program was implemented. (500 – 1500 words)
 - Responses may be submitted in written form or video format, which includes a link.
 - The four elements should be apparent in the response.
 - A written response must be within 500-1,500 words
 - A video must be within 3-5 minutes in length.

PROGRAM EVALUATION REFLECTION

5 Points/Exemplary:

The reflection:

- Is highly detailed, well-articulated and clearly organized.
- Includes highly detailed examples about how the school counseling program provides exemplary:
- Leadership resulting in systemic change.
- Advocacy resulting in systemic change.
- Collaboration resulting in systemic change.
- Summarizes the systemic changes (cited above) affecting student achievement, attendance and/or behavior.

4 Points/Accomplished:

The reflection:

- Is detailed and organized.
- Includes general examples about how the school counseling program provides:
- Leadership resulting in systemic change.
- Advocacy resulting in systemic change.
- Collaboration resulting in systemic change.
- Summarizes the systemic changes (cited above) affecting student achievement, attendance and/or behavior.

3 Points/Satisfactory:

The reflection:

- Is organized.
- Includes information about how the school counseling program provides:
- Leadership.
- Advocacy.
- Collaboration.
- Summarizes the systemic changes affecting student achievement, attendance and/or behavior.

2 Points/Emerging:

- Is organized.
- Includes information about how the school counseling program provides:
- Leadership.
- Advocacy.
- Collaboration.

1 Point/Inadequate:

The reflection discusses the school counseling program and may address leadership, advocacy, collaboration or systemic change.



TECHNICAL ELEMENTS

TECHNICAL ELEMENTS
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
14-pt. font for title
12-pt. font for header
8-pt. font for graphs
½" margin
Document fits on 40 pages or less and should be uploaded in .pdf format



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 narratives, 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 Gold application should not exceed 40. The Cover Page and separate Supplemental Documents are not included in the Page Count requirement.***

SUPPLEMENTAL DOCUMENTATION:

__ ASCA Mindsets and Behaviors Template

__ Annual Agreement (1 annual agreement per counselor)

__ Advisory Council Agenda and Minutes (one for fall and one for spring). Examples of supporting documentation include PowerPoint handouts, charts, and graphs.

__ Annual Calendar (1 school counseling department calendar from the most recently completed school year)

__ 2 Weekly Calendars (2 per counselor/1-Fall & 1-Spring)

__ ASCA School Counseling Core Curriculum Action Plan

__ ASCA School Counseling Core Curriculum Results Report

__ ASCA Lesson Plan Template (3 required)

----Small Group Responsive Group Action Plan

__ Small-Group Responsive Services Results Report (& Graph)

----Lesson plans for one Small Group

__ Closing-the-Gap Results Report

__ 2 School Counseling Department Photos (.jpeg format)

__ T-Shirt Sizes for All Members of Counseling Team

SUBMISSION:

****Applications and supplemental documentation should be emailed in a zip file to lsscaawards@gmail.com no later than **September 1, 2019**. Both the email subject line and zip file should reflect the name of your school and award level (i.e. LSSCA MIDDLE SCHOOL – GOLD APPLICATION).***

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



Application Process

Step One: Review the basics of THE LSSSCA GOLD AWARD, as well as "The ASCA National Model Implementation Guide" and this scoring rubric.

Step Two: Understand the overall requirements for each component.

- The application includes 12 components.
- The ASCA templates **must** be used. Templates may be accessed at schoolcounselor.org/RAMPtemplates
- The first 11 components require a 300- to 750-word narrative. The narratives provide a rationale and explanation for the information submitted and a deeper understanding of the process. Each narrative **must** be included within the application document and **not** included as a separate uploaded document.
- The Reflection section requires a 500-1,500 word narrative.

Step Three: Understand the scoring.

- Each application will be scored based on this rubric. The scoring rubric is based on "The ASCA National Model: A Foundation for School Counseling Programs (third edition)" and "The ASCA National Model Implementation Guide."
- Each application is scored by a review team and overseen by a lead reviewer.
- LSSSCA GOLD WINNER STATUS will be awarded to schools that receive scores of 54 or higher (out of a possible 60). Schools that score between 48 and 53 will have an opportunity to resubmit.
- Schools that resubmit and still do not attain a 54 or higher are eligible to become a LSSSCA Program of Promise and receive mentoring to potentially be eligible for the GOLD Award the following year.
- Schools that earn a 58 or above after the initial review will be designated a LSSSCA School of Distinction.

SCORING SUMMARY

1. BELIEFS/VISION (3)
2. MISSION (3)
3. PROGRAM GOALS (6)
4. MINDSETS & BEHAVIORS (4)
5. ANNUAL AGREEMENT (5)
6. ADVISORY COUNCIL (5)
7. CALENDARS (5)
8. CORE CURRICULUM ACTION PLAN (6)
9. CORE CURRICULUM RESULTS REPORT (6)
10. SMALL GROUP RESPONSIVE SERVICES (6)
11. CLOSING THE GAP RESULTS REPORT (6)
12. PROGRAM REFLECTION (5)

60 POINTS TOTAL

20 Gold Award