



SILVER AWARD RUBRIC

(Only Available for Bronze Award Winners)

LONE STAR STATE SCHOOL COUNSELOR ASSOCIATION

State Award



GOAL:

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



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

The LSSSCA State Award is based on ASCA’s four components, which include Foundation, Program Management, Delivery, and Accountability. 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 Silver 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 Silver Document and will be submitted for evaluation.

Additional information can be found in *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 *ASCA National Model Implementation Guide: Foundation, Management, and Accountability.*



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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.
- 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.
Include:
 - The school program's beliefs (in statement form)
 - The school and/or district vision statement (if available)*
*If your school/district does not have a vision statement, indicate that in the narrative.
- ***Narrative:*** The narrative discusses how the school counseling program's beliefs influenced the vision statement and addresses how the vision statement was developed. Provide insight into how this statement emerged as this vision was created and how it drives the school counseling program. **(300-750 words)**

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. It describes the future world where student outcomes are successfully achieved; states the best possible outcomes desired for all student are five to 15 years away; aligns with the school and district vision statement or the narrative explains why they are not.
- The narrative includes a highly detailed summary of the process for developing the beliefs statements, a highly detailed explanation of how the beliefs influenced the development of the vision statement, and how the vision statement drives the school counseling program. The narrative explains why components were included or excluded.
- Included are the school counseling program's beliefs, the school vision statement (if available), and the district vision statement (if available).

2 Points/Satisfactory:

- The vision statement creates a satisfactory picture of success for all students that fulfills at least two of the criteria (future, rich and textual, best possible outcomes). It describes the future world where student outcomes are successfully achieved; states the best possible outcomes desired for all student are five to 15 years away; aligns with the school and district vision statement or the narrative explains why they are not.
- The narrative includes a general explanation, which may not include examples, of how: the vision statement was developed, the beliefs influenced the development of the vision statement, and the vision statement drives the school counseling program.
- Included may be the school counseling program's beliefs, the school vision statement (if available), and the district vision statement (if available).



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1 Points/Inadequate:

- The vision statement lacks focus, does not create a picture of success for all students, and does not address the criteria. The focus is not on students, but rather on school counselors and /or the school counseling program. The statement is current-oriented rather than future-oriented.
- The narrative provides little or no explanation for how the vision statement was developed and how the beliefs influenced the development of the vision statement.
- Included may be the school counseling program's beliefs, the school vision statement (if available), and the district vision statement (if available).

SECTION 2: 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.
- ***Narrative:*** The narrative addresses how the mission statement was developed. An explanation of how the program addresses equity, access and success for every student. **(300-750 words)**

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.
- The narrative includes a highly detailed summary of the process for developing the mission statement and explains why certain components were included and excluded.

2 Points/Satisfactory:

- The mission statement creates one focus and addresses some criteria.
- The narrative provides an explanation of how the mission statement was developed and why certain components were included or excluded.

1 Point/Inadequate:

- The mission statement lacks focus and includes few or none of the criteria.
- The narrative provides little or no explanation for how the mission statement was developed and why certain components were included or excluded.

SECTION 3: 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.



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- **IDENTIFY OUTCOME DATA, RESOURCES, and RATIONALE:** Identify the outcome data used to develop 2 program goals. Goals should focus on different sets of outcome data. For example, if your first goal focused on attendance, then your second goal should focus on either achievement or behavior. After data analysis is complete, please address the rationale behind the chosen goal.
- **DEVELOP 2 SMART GOALS:**
 - *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.
 - *Are written in SMART format: Specific, Measurable, Attainable, Results-Oriented, Time-Bound (as indicated on the ASCA SMART GOAL template found at www.schoolcounselor.org/ramptemplates)
- **Narrative #2:** 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, align with the school counseling program's vision and mission. **(300 – 750 words)**

PROGRAM GOALS SCORING RUBRIC:

3 Points/Exemplary:

The school counseling program goals:

- Focus attention on a component of outcome data (achievement, attendance, and/or behavior).
- Align with the school counseling vision and mission.
- Fulfill all criteria - Data, Goal, Baseline, 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.
- The narrative is highly detailed and addresses how the goals were developed, how they address student learning and/or student inequalities and how they are founded in data.

2 Points/Satisfactory:

The school counseling program goals:

- Focus attention on a component of outcome data (achievement, attendance, and/ or behavior).
- Align with the school counseling vision and mission.
- Address all criteria - Data, Goal, Baseline, and SMART Goal format
- Are linked to school's data.
- Mindsets and Behaviors Planning Tool is completed and uploaded.
- The narrative adequately addresses how the goals were developed, how they address student learning and/or student inequalities and how they are founded in data.

1 Point/Inadequate:

The school counseling program goals:

- Do not focus attention on a component of outcome data (achievement, attendance, and/ or behavior).
- Do not align with the school counseling vision and mission.
- Do not address all four criteria.
- Program goal is not written in ASCA SMART goal format.
- Are not linked to school's data.



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- Mindsets and Behaviors Planning Tool is not included or is inadequate.
- There is no narrative or the narrative does not address how the goals were developed, how they address student learning and/or student inequalities and how they are founded in data.

MANAGEMENT

SECTION 4: MINDSETS & BEHAVIORS (ASCA Framework Pg. 57-68) – 3 Points

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

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

Required:

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

Narrative:

- **Narrative #1:** The narrative addresses how the ASCA Mindsets & Behaviors were intentionally and carefully selected, how they serve as the foundation for core curriculum, small groups, closing-the-gap, how they are revised each year. **(300 – 750 words)**

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

4 Points/Exemplary:

The ASCA Mindsets & 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, small-group, closing-the-gap activities.
- Are reviewed or revised each year.

3 Points/Accomplished:

The ASCA Mindsets & 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 for how the ASCA Mindsets & Behaviors:

- Were selected.



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- Serve as the foundation for most core curriculum, small-group, closing-the-gap activities.
- Are reviewed or revised each year.

2 Points/Minimally Satisfactory:

- The ASCA Mindsets & 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, small-group, closing-the-gap activities.
 - Are reviewed or revised each year.

1 Point/Inadequate:

- The ASCA Mindsets & Behaviors planning tool indicates which ASCA Mindsets & Behaviors are addressed.
- The narrative may provide an explanation for how the ASCA Mindsets & Behaviors:
 - Were selected.
 - Are reviewed or revised each year.

SECTION 5: 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.
- ***Narrative:*** The narrative addresses how the annual agreement was developed and reflects a 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)**

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.



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- Document includes a highly detailed narrative 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 reflects alignment 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 narrative that 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.
- 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 include a narrative or includes a narrative that minimally describes the development of the annual agreement.



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SECTION 6: 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. *Silver applicants will submit the minutes from two meetings that, at minimum, share program goals AND results and implications. Matching agendas from each meeting are included.*

- Please provide a list of the advisory council members and their stakeholder positions.
- Submit the minutes and matching agenda from two meetings, one from the fall that discusses PROGRAM GOALS and one from the spring that discusses RESULTS and implications of the program goals.
- ***Narrative:*** The narrative addresses how the advisory council was developed, how members were selected and how the council guides and provides input to and feedback on the school counseling program's goals and activities. **(300-750 words)**

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 narrative describing how members were selected and share the outcome/results from one of the meetings.

2 Points/Satisfactory:

- There is 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 evidence that the advisory council has provided input on the goals and activities of the school counseling program.
- Document includes a narrative describing how members were selected.

1 Point/Inadequate:

- There is no or minimal 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 or minimal evidence that the advisory council has provided input on the goals and activities of the school counseling program.
- Document does not include a narrative describing how members were selected or outcome /results from one of the meetings.



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

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

- 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 2 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. Percentage of time for direct/indirect student services and program management/school support 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.
- ***Narrative:*** The narrative explains how the annual and weekly calendars are developed, how priorities are identified giving details about the collaborative conversation between school counselors, with administrators and other staff. How the annual and weekly calendars are shared with stakeholders, how the annual and weekly calendars are adjusted based on information or situations arising during the school year (300-750 words)

CALENDARS SCORING RUBRIC:

3 Points/Exemplary:

- The annual 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.
- The two weekly calendars (one from the fall and one from the spring) from each school counselor are highly detailed and highly correlate with the percentage of time allocated to the delivery component in the annual agreement.
- Document includes a highly detailed narrative describing the development of the annual calendar and how the department uses and adjusts it as needed based on information or situations arising during the school year.

2 Points/Satisfactory:

- The annual 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 narrative that adequately describes the development of the annual calendar and how the department uses and adjusts it 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 narrative describing the development of the annual calendar and how the department uses and adjusts it as needed based on information or situations arising during the school year.



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DELIVERY

SECTION 8: SCHOOL COUNSELOR 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 lessons/activities that are delivered to all students in one grade level.

- Use the ASCA **School Counseling Core Curriculum Action Plan Template** for 3 lessons, 2 of which are related to your program goals: www.schoolcounselor.org/ramptemplates (ASCA Framework, Pg. 69)
- Please be advised that the ASCA SC Core Curriculum Action Plan form asks for ALL lessons however, for the purposes of the Silver Award we are requiring only 3 lessons, 2 of which are related to your program goals.
- Include lesson plans for each of the 3 lessons you describe in the ASCA School Counseling Core Curriculum Action Plan Template. The **ASCA Lesson Plan Template** can be accessed at www.schoolcounselor.org/ramptemplates (ASCA Framework, Pg. 72)

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.
- The content of lessons in the plan address a broad variety of topics appropriate to student achievement and success based on school data.
- All student in the school are clearly affected by lessons in the plan. Three exemplary classroom lessons link directly to the school counseling program vision, mission, goals, and ASCA Student Standards or ASCA Mindsets & Behaviors.
- The lessons are highly likely to enable students to master the appropriate learning objectives.
- The lesson plans include a highly detailed plan for evaluation of the lessons including process, perception and outcome data to be monitored and analyzed.
- Any survey or instrument used to collect perception data is included.

2 Points/Satisfactory:

- The school counseling curriculum action plan is comprehensive in scope and developmentally appropriate.
- All students are affected by lessons in the plan.
- Three classroom lessons link to the school counseling vision, mission, goals, and ASCA Student Standards or ASCA Mindsets & Behaviors.
- A survey or instrument used to collect perception data may be included.
- The lesson plans include a plan for evaluation of the lessons.

1 Point/Inadequate:

- The school counseling curriculum action plan is neither comprehensive in scope nor developmentally appropriate.
- Three classroom lessons lack linkage to the school counseling vision, missions, goals and ASCA Student Standards or ASCA Mindsets & Behaviors.
- The lesson plans do not include a plan for evaluation of the lessons.



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ACCOUNTABILITY

SECTION 9: SCHOOL COUNSELING CORE CURRICULUM RESULTS REPORT CRITERIA – (ASCA Framework Pg. 114) - 3 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.

- As part of the supplemental documentation please upload the ASCA School Counselor Core Curriculum Results Report for the three lessons mentioned in your action plan.
- Please use the ASCA School Counseling Curriculum Results Report template found at: www.schoolcounselor.org/ramptemplates
- 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.
- The **Narrative** explains how the data results will help deliver lessons more effectively (considering content, strategies, time), collect data more accurately (asking better questions based on quality content), target Mindsets & Behaviors, make decisions about which lessons to continue, add or discontinue.

SCHOOL COUNSELING CORE CURRICULUM RESULTS REPORT RUBRIC:

3 Points/Exemplary:

- The school counseling core curriculum results report summarizes the three exemplary classroom lessons that are directly linked to the school counseling vision, mission, goals and lessons and ASCA Student Standards or ASCA Mindsets & Behaviors.
- Process, perception and outcome data are included for the three lesson plans.
- A quality graph or chart is included that is clearly understood, summarizes the perception data collected, and clearly conveys the lesson impact on students.
- The narrative explains how the data results will help deliver lessons more effectively (considering content, strategies, time), collect data more accurately (asking better questions based on quality content), target Mindsets & Behaviors, make decisions about which lessons to continue, add or discontinue.

2 Points/Satisfactory:

- The school counseling core curriculum results report summarizes the three classroom lessons that are linked to the school counseling vision, mission, goals and ASCA Student Standards or ASCA Mindsets & Behaviors.
- A graph or chart summarizing the perception data collected is included and is clearly understood.
- Process, perception, and outcome data are included.
- The narrative explains how the data results will help deliver lessons more effectively.

1 Point/Inadequate:

- The school counseling core curriculum results report is not developmentally appropriate; lacks alignment with the school counseling vision, mission, and goals and is NOT comprehensive in scope.
- The three classroom lessons lack linkage to the school counseling vision, mission, goals and ASCA Student Standards or ASCA Mindsets & Behaviors.
- A graph or chart is not included or insufficiently summarizes the perception data collected.
- Insufficient data are reported.
- The narrative is not included or does not provide an explanation of how the data results will help deliver lessons more effectively.



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

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

The small-group action plan:

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

The data collection plan:

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

The lesson plans for ONE small groups:

- 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 the individual lesson.
- The data plan is the same for all lessons.
- Must include the survey/instrument used to collect perception data for the group.

The results report:

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

SMALL-GROUP RESPONSIVE SERVICES RUBRIC:

3 Points/Exemplary:

The small-group action plan:

- Includes one small group for the school year.

Includes the data collection plan:

- Group must have process and perception data collection plan.
- Group must have outcome data collection plans.
- Group reflects the unique needs of the school based on:
 - Data and/or school improvement goals
 - Developmental needs
 - ASCA Mindsets & Behaviors

The 4 lesson plans for one small group:

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



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- Include any survey or instrument used to collect perception data for the highlighted group.

The small-group results report:

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

A quality graph or chart is included that:

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

2 Points/Satisfactory:

The small-group action plan:

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

1 Point/Inadequate:

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

REFLECTION

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

Through application of leadership, advocacy and collaboration skills, school counselors promote student achievement that ensures equity and access to a rigorous education for every student and leads to closing achievement, opportunity and attainment gaps. **(500 – 1500 words)**

Respond to this question in 1-short paragraph for each:

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

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



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PROGRAM EVALUATION REFLECTION RUBRIC:

3 Points/Exemplary:

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

2 Points/Satisfactory:

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

1 Point/Inadequate:

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

TECHNICAL ELEMENTS

SECTION 12: TECHNICAL ELEMENTS – 3 Points
ORGANIZATION, SPELLING & GRAMMAR
Content is clear and has a consistent flow.
There are no more than two typographical, grammatical, or punctuation errors.
Acronyms are spelled out the first time.
FONT SIZE RANGES & FONT STYLES
10-pt. to 12 pt. size font
Arial or Times New Roman (graphs, curriculum action plan template, annual agreement)
18-pt. font for title
14-pt. font for header
8-pt. font for graphs
½" margin
Document fits on 25 pages or less and should be uploaded in .pdf format
TECHNICAL ELEMENTS RUBRIC:
<u>3 Points/Exemplary:</u>
➤ Document is well-organized; the content is exceptionally clear and has a consistent flow. There are no more than one typographical, grammatical or punctuation errors throughout the whole document submission. Document includes all of the technical elements.
<u>2 Points/Satisfactory:</u>
➤ Document is organized; the content is clear and flows. There are no more than two typographical, grammatical or punctuation errors. Document includes some of the technical elements.
<u>1 Point/Inadequate:</u>
➤ Document is unorganized, the content is unclear. There are more than two typographical, grammatical or punctuation errors. Document includes few or none of the technical elements.



SILVER AWARD RUBRIC CHECKLIST FOR SUBMISSION*:

APPLICATION DOCUMENTS:

__ Cover Page: Should include complete School District, School Name, School Address, and the following information for all members of the counseling team: Name, Evening Phone Number, and Email Address. 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 Silver application should not exceed 25. The Cover Page and separate Supplemental Documents are not included in the Page Count requirement.**

CHECKLIST FOR UPLOADING SUPPLEMENTAL DOCUMENTATION:

- __ ASCA Mindsets and Behaviors Template
- __ Advisory Council Agenda and Minutes (1-fall/1-spring)
- __ Annual Calendar (1 per counseling department)
- __ 2 Weekly Calendars (for each counselor/1-fall and 1-spring)
- __ ASCA School Counseling Core Curriculum Action Plan
- __ ASCA Lesson Plan Template
- __ Annual Agreement (1 for each counselor)
- __ Program Goal Results Report (Graph)
- __ 2 School Counseling Department Photos
- __ T-Shirt Size for all Members of Counseling Team

SUBMISSION/NOTIFICATION:

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

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 Silver Award Winner
Satisfactory	24-30	Recognized Silver-Ready Winner
Progressing	23-below	Specialized Feedback with Resources



SILVER AWARD RUBRIC

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 (3)
4. MINDSETS & BEHAVIORS (3)
5. ANNUAL AGREEMENT (3)
6. ADVISORY COUNCIL (3)
7. CALENDARS (3)
8. CORE CURRICULUM ACTION PLAN (3)
9. CORE CURRICULUM RESULTS REPORT (3)
10. SMALL GROUP RESPONSIVE SERVICES (3)
11. PROGRAM REFLECTION (3)
12. TECHNICAL ELEMENTS (3)

36 POINTS TOTAL