**REVIEWER DIRECTIONS:**

* Locate each descriptor for each section. Mark “Yes” if you were able to identify the descriptor and “No” if you could not identify the descriptor.
* One point is awarded for each section ONLY if they received ALL “Yes’s” for that section.
* If all points are awarded in a section feedback is not required.
* If “No’s” are marked, feedback is required that is specific and will aid the counseling program in earning those points in the future.
* When scoring and feedback is complete on this form, please save it as a PDF document and upload it to the [www.texas.schoolcounselorawards.org](http://www.texas.schoolcounselorawards.org) website.
* ***Please go to GOOGLE LINK provided to you in this email to enter the final scores for your school(s).***

**1. VISION AND MISSION STATEMENTS (6 POINTS)**

|  |  |  |
| --- | --- | --- |
| **1.A School Counseling Vision Statement (earn 1 point if**  **descriptor met)** | Yes/No | **All “Yes’s = 1 point** |
| 1.A1 Describes the future world (five–15 years in the future) where best possible student outcomes are achieved |  |  |
| **1.B Vision Statement Required Documentation**  (earn 1 point if descriptors met) | **Yes/No** | **All “Yes’s = 1 point** |
| 1.B1 Includes school and/or district vision statement or a statement explaining why it isn’t provided |  |  |
| 1.B2 Aligns with school and/or district vision statement or includes an explanation regarding the lack of alignment. |  |
| **1.C Vision Reflection** (earn 1 point if descriptors met)  Reflect on the following (maximum 250 words per item): | **Yes/No** | **All “Yes’s = 1 point** |
| 1.C1 How the vision statement was influenced by the seven mindset standards from the ASCA School Counselor Professional Standards & Competencies |  |  |
| 1.C2 How the vision statement is communicated to administrators, teachers and stakeholders |  |
| **1.D School Counseling Mission Statement** (earn 1 point if descriptors met) | **Yes/No** | **All “Yes’s = 1 point** |
| 1.D1 Describes school counseling program’s overarching focus or purpose as described in the ASCA National Model |  |  |
| 1.D2 Emphasizes equity, access and success for every student |  |
| 1.D3 Emphasizes long-range results for every student |  |
| **1.E Mission Statement Required Documentation** (earn 1 point if descriptors met) | **Yes/No** | **All “Yes’s” = 1 point** |
| 1.E1 Includes school and/or district mission statement or a statement explaining why it isn’t provided |  |  |
| 1.E2 Aligns with school and/or district mission statement or includes an explanation regarding the lack of alignment |  |
| **1.F Mission Reflection** (earn 1 point if descriptors met) Reflect on the following (maximum 250 words per item): | **Yes/No** | **All “Yes’s” = 1 point** |
| 1.F1 How the school counseling program addresses equity and access for every student |  |  |
| 1.F2 How the mission statement is communicated to administrators, teachers and stakeholders |  |
| **TOTAL SCORE for this section:** | | |
| If all points are awarded in this section *feedback is not required*. If “No’s” are marked, *feedback is required that is specific and will aid the counseling program in earning points in the future*.  **FEEDBACK FOR THIS SECTION:** | | |

**2. ANNUAL STUDENT OUTCOME GOALS (6 POINTS)**

|  |  |  |
| --- | --- | --- |
| **2.A School Data Summary** (earn 1 point if descriptor met) | Yes/No | All “Yes’s” = 1 point |
| 2.A1 ASCA School Data Summary template submitted with all sections completed |  |  |
| 2.A2 ASCA School Data Summary documents the needs that led to goal development. Specific data points are cited. |  |
| **2.B Annual Student Outcome Goal Plan(s)** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 point |
| 2.B1 No more than two ASCA Mindsets & Behaviors identified |  |  |
| 2.B2 Selected ASCA Mindsets & Behaviors reflect the priority(ies) identified through the collection of supplemental data |  |
| **2.C Annual Student Outcome Goal Plan(s)** | Yes/No | All “Yes’s” = 1 point |
| 2.C1 Each ASCA Mindset & Behavior identified is operationalized through one or more measurable learning objective/competency statements |  |  |
| 2.C2 Pre-/post-assessment items align with the learning objectives/competencies |  |
| **2.D Annual Student Outcome Goals (data based)**  (earn 1 point if descriptor met) | Yes/No | All “Yes’s” = 1 point |
| 2.D1 Each goal addresses a need demonstrated in student achievement, attendance or discipline data |  |  |
| **2.E Annual Student Outcome Goals (format)** (earn 1 point if descriptor met) | Yes/No | All “Yes’s’ = 1 point |
| 2.E1 Goal statement(s) includes only: end date, target group with multiple descriptors, description of specific outcome to be changed, measure of change, baseline and target data in alignment with the ASCA National Model |  |  |
| **2.F Reflection** (earn 1 point if descriptor met) Reflect on the following (maximum 250 words): | Yes/No | All “Yes’s” = 1 point |
| 2.F1 How each annual student outcome goal addresses student success in achievement, attendance, or discipline |  |  |
| **TOTAL SCORE for this section:** | | |
| If all points are awarded in this section *feedback is not required*. If “No’s” are marked, *feedback is required that is specific and will aid the counseling program in earning points in the future*.  **FEEDBACK FOR THIS SECTION:** | | |

**3. CLASSROOM AND GROUP MINDSETS & BEHAVIORS ACTION PLAN (5 POINTS)**

|  |  |  |
| --- | --- | --- |
| **3.A ASCA Classroom and Group Mindsets & Behaviors Action Plan** (earn 1 point if descriptor met) | Yes/No | All “Yes’s” = 1 point |
| 3.A1 ASCA Classroom and Group Mindsets & Behaviors Action Plan template used |  |  |
| **3.B ASCA Classroom and Group Mindsets & Behaviors Action Plan** (earn 1 point if descriptor met) | Yes/No | All “Yes’s” = 1 point |
| 3.B1 Specific classroom lessons identified for each grade level in the school. |  |  |
| **~~3.C ASCA Classroom and Group Mindsets & Behaviors Action Plan~~** ~~(earn 1 point if descriptor met)~~ | ~~Yes/No~~ | ~~All “Yes’s” = 1 point~~ |
| ~~3.C1 Small groups available for students with identified needs~~ | **Yes** | **1** |
| **3.D Reflection** (2 Points possible: earn 1 point per example if descriptors met)  Reflect on the following (maximum 250 words per item): Give two specific examples that demonstrate how an activity identified on the action plan fosters the development of the specific ASCA Mindsets & Behaviors standard to which it is attached. | Yes/No | All “Yes’s” = 1 point |
| 3.D1 Example 1 demonstrates how identified activity fostered development of specified ASCA Mindsets & Behaviors standard. |  |  |
| 3.D2 Example 2 demonstrates how identified activity fostered development of specified ASCA Mindsets & Behaviors standard. |  |
| **TOTAL SCORE for this section:** | | |
| If all points are awarded in this section *feedback is not required*. If “No’s” are marked, *feedback is required that is specific and will aid the counseling program in earning points in the future*.  **FEEDBACK FOR THIS SECTION:** | | |

**4. ANNUAL ADMINISTRATIVE CONFERENCE (5 POINTS)**

|  |  |  |
| --- | --- | --- |
| **4.A ASCA Annual Administrative Conference** (earn 1 point if descriptor met) | Yes/No | All “Yes’s” = 1 point |
| 4.A1 Annual Administrative Conference template used |  |  |
| **4.B ASCA Annual Administrative Conference** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 point |
| 4.B1 Conference was held and template signed by the school counselor and supervising administrator within the first two months of the school year |  |  |
| 4.B2 All sections of each annual administrative conference template completed for each member of the school counseling department |  |
| **4.C Use of Time from Previous School Year Documentation Provided** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 point |
| 4.C1 ASCA 5-Day Use-of-Time Calculator template used |  |  |
| 4.C2 ASCA 5-Day Use-of-Time Calculator (one week from first semester and one week from second semester) for each school counselor from previous school year included |  |
| **4.D Supporting Documentation Provided** (earn 1 point if descriptors met) | Yes/No | All “Yes’s = 1 point |
| 4.D1 Date(s) and minutes of school counseling department meeting(s) to develop annual administrative conference plan (if more than one school counselor on site) |  |  |
| 4.D2 Date(s) and minutes of school counselors/administrator meeting(s) describing discussions and decisions regarding components of annual administrative conference |  |
| **4.E Reflection** (earn 1 point if descriptors met) Reflect on the following (maximum 250 words per item): | Yes/No | All “Yes’s” = 1 point |
| 4.E1 How the school counseling department worked together to develop each school counselor’s ASCA Annual Administrative Conference template  OR  How, as a solo school counselor, support for developing the ASCA Annual Administrative  Conference template was gathered |  |  |
| 4.E2 How the school counselor(s) advocates for reaching/maintaining 80% of time in delivery of direct and indirect student services |  |
| **TOTAL SCORE for this section:** | | |
| If all points are awarded in this section *feedback is not required*. If “No’s” are marked, *feedback is required that is specific and will aid the counseling program in earning points in the future*.  **FEEDBACK FOR THIS SECTION:** | | |

**5. ADVISORY COUNCIL (6 POINTS)**

|  |  |  |
| --- | --- | --- |
| **5.A Advisory Council Membership** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 point |
| 5.A1 Advisory council solely focused on the school counseling program |  |  |
| 5.A2 List of all advisory council members and their stakeholder positions included |  |
| 5.A3 Membership represents and includes (minimally): parents, teachers, school counselors, administrators, business/community members and students (if appropriate) |  |
| 5.A4 Advisory council membership approximates recommended eight–20 |  |
| **5.B Advisory Council Agendas** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 point |
| 5.B1 ASCA School Counseling Advisory Council agenda template used. |  |  |
| 5.B2 First semester agenda specifies, at minimum, the following agenda items:  ! Data  ! annual student outcome goals  ! action plans  ! feedback/discussion |  |
| 5.B3 Second semester agenda specifies, at minimum, the following agenda items:  ! results of annual student outcome goals  ! targeted classroom results  ! ~~small-group results~~ *(Not required)*  ! closing-the-gap results |  |
| **5.C First semester Advisory Council Minutes** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 point |
| 5.C1 ASCA School Counseling Advisory Council Minutes template used |  |  |
| 5.C2 First semester minutes match agendas, using agenda items as outline for minutes. |  |
| 5.C3 First semester minutes include summaries of all discussions and feedback for:  ! data  ! annual student outcome goals  ! action plans  ! other items on the agenda (if any) |  |
| 5.C4 First semester minutes include specific feedback, suggestions, recommendations from members. |  |
| **5.D Second semester Advisory Council Minutes** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 point |
| 5.D1 ASCA School Counseling Advisory Council Minutes template used |  |  |
| 5.D2 Second semester minutes match agendas, using agenda items as outline for minutes. |  |
| 5.D3 Second semester minutes include summaries of all discussions and feedback for:  ! results of annual student outcome goals  ! targeted classroom results  ! ~~small-group results~~ *(Not required)*  ! closing-the-gap results  ! other items on the agenda (if any) |  |
| 5.D4 Second semester minutes include specific feedback, suggestions, recommendations from members. |  |
| **5.E Supporting Documentation** (earn 1 point if descriptor met) | Yes/No | All “Yes’s” = 1 point |
| 5.E1 Presentations from all meetings included (PowerPoint, Prezi, video, etc.) |  |  |
| **5.F Reflection** (earn 1 point if descriptors met) Reflect on the following (maximum 250 words per item): | Yes/No | All “Yes’s” = 1 point |
| 5.F1 Provide rationale for membership selection that is inclusive of all voices of the school community. |  |  |
| 5.F2 How the advisory council strengthens and improves the school counseling program. |  |
| **TOTAL SCORE for this section:** | | |
| If all points are awarded in this section *feedback is not required*. If “No’s” are marked, *feedback is required that is specific and will aid the counseling program in earning points in the future*.  **FEEDBACK FOR THIS SECTION:** | | |

**6. CALENDARS (ANNUAL AND WEEKLY) (5 POINTS)**

|  |  |  |
| --- | --- | --- |
| **6.A Annual Calendar** (earn 1 point if descriptor met) | Yes/No | All “Yes’s” = 1 point |
| 6.A1 ASCA Annual Calendar template used |  |  |
| **6.B Annual Calendar** (earn 1 point if descriptor met) | Yes/No | All “Yes’s” = 1 point |
| 6.B1 All activities from ASCA Classroom and Group Mindsets & Behaviors Action Plan, ASCA Closing-the-Gap Action Plan and school counseling program events are listed on the annual calendar with topics, dates and, if appropriate, time |  |  |
| 6.B2 The classification of calendar activities aligns with the ASCA National Model definitions of direct and indirect student services, program planning and school support, and non-school-counseling tasks |  |
| **6.C Weekly Calendars** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 point |
| 6.C1 Two weeks (second semester and first semester) for each school counselor included |  |  |
| 6.C2 Each entry detailed with intended audience, topic, delivery type (direct, indirect, program planning and school support, and non-school-counseling tasks) and start/stop time |  |
| **6.D Weekly Calendars** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 point |
| 6.D1 Each calendar calculates time spent in the following four areas: direct student services, indirect student services, program planning and school support, and non-school-counseling tasks |  |  |
| 6.D2 Actual percentages on weekly calendars approximate use-of-time plan for current school year on corresponding ASCA Annual Administrative Conference template or rationale for lack of approximation |  |
| 6.D3 The classification of calendar activities aligns with the ASCA National Model definitions of direct and indirect student services, program planning and school support, and non-school-counseling tasks |  |
| **6.E Reflection** (earn 1 point if descriptor met) Reflect on the following (maximum 250 words): | Yes/No | All “Yes’s” = 1 point |
| 6.E1 How the annual and weekly calendars were shared with administrators, teachers and other stakeholders |  |  |
| **TOTAL SCORE for this section:** | | |
| If all points are awarded in this section *feedback is not required*. If “No’s” are marked, *feedback is required that is specific and will aid the counseling program in earning points in the future*.  **FEEDBACK FOR THIS SECTION:** | | |

**7. LESSON PLANS (CLASSROOM AND GROUP) (5 POINTS)**

|  |  |  |
| --- | --- | --- |
| **7.A Classroom Lesson Plans** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 point |
| 7.A1 ASCA Lesson Plan template used for three classroom lessons (three stand-alone or three lessons from a unit) |  |  |
| 7.A2 No more than three ASCA Mindsets & Behaviors per lesson |  |
| 7.A3 Each ASCA Mindset & Behavior identified is operationalized through one or more measurable learning objective/competency statement. |  |
| 7.A4 Learning objectives promote attainment of selected ASCA Mindsets & Behaviors |  |
| 7.A5 Procedure components of lesson plan clearly state and support attainment of identified ASCA Mindsets & Behaviors |  |
| 7.A6 One mindsets & behaviors assessment uploaded for each of the three stand-alone lessons (for a total of three mindsets & behaviors assessments) or one mindsets & behaviors assessment uploaded for unit of three lessons |  |
| **7.B Classroom Lessons Data Collection Plan(s)** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 point |
| 7.B1 Participation data plan identifies expected number of students who will participate and planned length of lessons |  |  |
| 7.B2 Mindsets & behaviors data collection plan utilizes pre-/post-assessment (a mindsets & behavior plan for each of the three stand-alone lessons or a mindsets & behaviors plan for a unit of three lessons) |  |
| 7.B3 Mindsets & behaviors data assessment instrument(s) are designed to measure attainment of identified ASCA Mindsets & Behaviors |  |
| 7.B4 Outcome data collection plan details the specific academic, attendance or disciplinary data to be analyzed (an outcome data plan for each of the three stand-alone lessons or a single outcome data plan for a unit of three lessons) |  |
| **7.C Small-Group Lesson Plans (earn 1 point if descriptors met)** | Yes/No | All “Yes’s” = 1 point |
| ~~7.C1 ASCA Lesson Plan template used for all small-group sessions~~ | Yes | **1** |
| ~~7.C2 Small group includes minimum of four sessions and three-12 students; provide lesson plans for all sessions of group~~ | Yes |
| ~~7.C3 No more than three ASCA Mindsets & Behaviors selected for the entire small group experience (not three per session)~~ | Yes |
| ~~7.C4 Each ASCA Mindset & Behavior identified is operationalized through one or more measurable learning objective/competency statement.~~ | Yes |
| ~~7.C5 Learning objectives promote attainment of selected ASCA Mindsets & Behaviors~~ | Yes |
| ~~7.C6 Procedure components of lesson plan clearly stated and promote attainment of identified ASCA Mindsets & Behaviors~~ | Yes |
| ~~7.C7 Mindsets & behaviors assessment uploaded~~ | Yes |
| 7.D Small-Group Data Collection Plan (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| ~~7.D1 Participation data plan identifies expected number of students who will participate and planned length of lessons~~ | Yes | **1** |
| ~~7.D2 Mindsets & behaviors data collection plan utilizes pre-/post-assessment~~ | Yes |
| ~~7.D3 Mindsets & behaviors data assessment designed to measure attainment of targeted ASCA Mindsets & Behaviors~~ | Yes |
| ~~7.D4 Outcome data collection plan details the specific academic, attendance or disciplinary data to be analyzed (an outcome data plan for each of the three stand-alone lessons or a single outcome data plan for a unit of three lessons.~~ | Yes |
| **7.E Reflection on Classroom and Small-Group Lessons** (earn 1 point if descriptor met)  Reflect on the following (maximum 250 words): | Yes/No | All “Yes’s” = 1 Point |
| 7.E1 How the selected ASCA Mindsets & Behaviors inform lesson content |  |  |
| **TOTAL SCORE for this section:** | | |
| If all points are awarded in this section *feedback is not required*. If “No’s” are marked, *feedback is required that is specific and will aid the counseling program in earning points in the future*.  **FEEDBACK FOR THIS SECTION:** | | |

**8. CLASSROOM INSTRUCTION RESULTS REPORT (7 POINTS)**

|  |  |  |
| --- | --- | --- |
| **8.A Classroom Lessons Results Report** (earn 1 point if  descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 8.A1 ASCA Classroom and Group Mindsets & Behaviors Results Report template used |  |  |
| **8.B Classroom Lessons Participation Data** (earn 1 point if  descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 8.B1 Number of participants identified |  |  |
| 8.B2 Length of lessons identified |  |
| 8.B3 Number of lessons identified |  |
| **8.C Classroom Lessons Mindsets & Behavior Data** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 8.C1 Pre-intervention data provided |  |  |
| 8.C2 Post-intervention data provided |  |
| **8.D Classroom Lessons Outcome Data** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 8.D1 Baseline data included |  |  |
| 8.D2 Final data included |  |
| 8.D3 Percent change included |  |
| **8.E Mindsets & Behaviors Data Results Graph(s)** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 8.E1 Graph(s) includes title, labeled axes and data points |  |  |
| 8.E2 Graph(s) depicts average student responses from mindsets & behaviors assessments collected before and after lessons/unit |  |
| 8.E3 Graph(s) conveys impact on students at a glance |  |
| **8.F Outcome Data Results Graph(s)** (earn 1 point if  descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 8.F1 Graph(s) includes title, labeled axes and data points |  |  |
| 8.F2 Graph(s) summarizes outcome baseline and final data |  |
| 8.F3 Graph(s) conveys impact on students at a glance |  |
| **8.G Reflection** (earn 1 point if descriptors met) Reflect on the following (maximum 250 words per item): | Yes/No | All “Yes’s” = 1 Point |
| 8.G1 How the instruction facilitated attainment of identified ASCA Mindsets & Behaviors |  |  |
| 8.G2 How the lessons/unit could be improved (e.g., consider timing, lesson length, student access and identified barriers) |  |
| **TOTAL SCORE for this section:** | | |
| If all points are awarded in this section *feedback is not required*. If “No’s” are marked, *feedback is required that is specific and will aid the counseling program in earning points in the future*.  **FEEDBACK FOR THIS SECTION:** | | |

**9. SMALL-GROUP RESULTS REPORT (7 POINTS)**

|  |  |  |
| --- | --- | --- |
| **9.A Small-Group Results Report** (earn 1 point if descriptor met) | Yes/No | All “Yes’s” = 1 Point |
| ~~9.A1 ASCA Classroom and Group Mindsets & Behaviors Results Report template used~~ | Yes | **1** |
| **9.B Small-Group Participation Data** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| ~~9.B1 Number of participants identified~~ | Yes | **1** |
| ~~9.B2 Length of sessions identified~~ | Yes |
| ~~9.B3 Number of sessions identified~~ | Yes |
| **9.C Small-Group Mindsets & Behavior Data** (earn 1 point  if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| ~~9.C1 Pre-intervention data provided~~ | Yes | **1** |
| ~~9.C2 Post-intervention data provided~~ | Yes |
| **9.D Small-Group Outcome Data** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| ~~9.D1 Baseline data included~~ | Yes | **1** |
| ~~9.D2 Final data included~~ | Yes |
| ~~9.D3 Percent change included~~ | Yes |
| **9.E Mindsets & Behaviors Data Results Graph(s)** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| ~~9.E1 Graph(s) includes title, labeled axes and data points~~ | Yes | **1** |
| ~~9.E2 Graph(s) depicts average student responses from~~  ~~mindsets & behaviors assessments collected before and after small-group sessions completed~~ | Yes |
| ~~9.E3 Graph(s) conveys impact on students at a glance~~ | Yes |
| **9.F Outcome Data Results Graph(s)** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| ~~9.F1 Graph(s) includes title, labeled axes and data points~~ | Yes | **1** |
| ~~9.F2 Graph(s) summarizes outcome baseline and final data~~ | Yes |
| ~~9.F3 Graph(s) conveys impact on students at a glance~~ | Yes |
| **9.G Reflection** (earn 1 point if descriptors met) Reflect on the following (maximum 250 words per item): | Yes/No | All “Yes’s” = 1 Point |
| ~~9.G1 How the instruction facilitated attainment of~~  ~~identified ASCA Mindsets & Behaviors~~ | Yes | **1** |
| ~~9.G2 How the group could be improved (e.g., consider timing, number of sessions, session length, student access and identified barriers)~~ | Yes |
| **TOTAL SCORE for this section:** | | |
| If all points are awarded in this section *feedback is not required*. If “No’s” are marked, *feedback is required that is specific and will aid the counseling program in earning points in the future*.  **FEEDBACK FOR THIS SECTION:** | | |

**10. CLOSING-THE-GAP ACTION LAN/RESULTS REPORT (8 POINTS)**

|  |  |  |
| --- | --- | --- |
| **10.A Closing-the-Gap Action Plan/Results Report** (earn 1 point if descriptor met) | Yes/No | All “Yes’s” = 1 Point |
| 10.A1 ASCA Closing-the-Gap Action Plan/Results Report template used |  |  |
| **10.B Closing-the-Gap Goal Statement** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 10.B1 Goal addresses a gap demonstrated in student achievement, attendance or discipline data. |  |  |
| 10.B2 Goal statement includes only: end date, target group with multiple descriptors, description of specific outcome to be changed, measure of change, baseline and target data in alignment with the ASCA National Model |  |
| **10.C Closing-the-Gap Action Plan** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 10.C1 No more than three ASCA Mindsets & Behaviors selected |  |  |
| 10.C2 Mindsets & behaviors survey items identified and support attainment of the standard |  |
| 10.C3 Direct student services identified and support closing the gap |  |
| 10.C4 Indirect student services identified and support closing the gap |  |
| **10.D Data Collection Plan** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 10.D1 Participation: anticipated number of students identified |  |  |
| 10.D2 Mindsets & behaviors: pre-intervention data averages provided |  |
| 10.D3 Outcome: achievement, attendance or discipline baseline data provided. |  |
| **10.E Results Data** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 10.E1 Participation: number of students served |  |  |
| 10.E2 Mindsets & behaviors: post-intervention data averages provided |  |
| 10.E3 Outcome: final achievement, attendance or discipline data provided |  |
| 10.E4 Outcome: percent change provided |  |
| **10.F Mindsets & Behaviors Data Results Graph(s)** (earn 1 point if descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 10.F1 Graph(s) are clear (includes title, labeled axes and data points) |  |  |
| 10.F2 Graph(s) depict average student responses from mindsets & behaviors assessments collected before and after interventions |  |
| 10.F3 Graph(s) conveys impact on students at a glance. |  |
| **10.G Outcome Data Results Graph(s)** (earn 1 point if  descriptors met) | Yes/No | All “Yes’s” = 1 Point |
| 10.G1 Graph(s) are clear (includes title, labeled axes and data points) |  |  |
| 10.G2 Graph(s) summarizes outcome baseline and final data |  |
| 10.G3 Graph(s) conveys impact on students at a glance. |  |
| **10.H Reflection** (earn 1 point if descriptors met) Reflect on the following (maximum 250 words per item): | Yes/No | All “Yes’s” = 1 Point |
| 10.H1 How the interventions facilitated attainment of identified ASCA Mindsets & Behaviors |  |  |
| 10.H2 How the interventions could be improved (e.g., consider timing, number and type of services, student access and identified barriers) |  |
| **TOTAL SCORE for this section:** |  |  |
| If all points are awarded in this section *feedback is not required*. If “No’s” are marked, *feedback is required that is specific and will aid the counseling program in earning points in the future*.  **FEEDBACK FOR THIS SECTION:** | | |

|  |  |  |
| --- | --- | --- |
| Exemplary | 58-60 | Recognized Gold Award Winner |
| Satisfactory | 56-58 | Recognized Gold-Ready Winner |
| Progressing | 56-below | Specialized Feedback |

**MAXIMUM POSSIBLE POINTS = 60 POINTS**

|  |  |  |
| --- | --- | --- |
| **Reviewer, please enter scores from each section and calculate the final score.** | | |
| **SECTION** | **MAXIMUM POSSIBLE POINTS** | **EARNED POINTS** |
| **1** | **6** |  |
| **2** | **6** |  |
| **3** | **5** |  |
| **4** | **5** |  |
| **5** | **6** |  |
| **6** | **5** |  |
| **7** | **5** |  |
| **8** | **7** |  |
| **9** | **7** | **7** |
| **10** | **8** |  |
|  | **60** | **FINAL SCORE:** |