

## Gysbers Missouri Comprehensive School Counseling Program Award Scoring Rubric

	Overview Element	4	3	2	1	0
<b>Program Assurances</b>	Mission Statement			Mission statement has clear focus and emphasizes equity, access, and success for every student.	The mission statement is included.	Mission statement is not included.
	Vision Statement			The vision statement creates a clear picture of student success.	The vision statement is included.	Vision Statement is not included
	Administrator Statement		<ul style="list-style-type: none"> <li>Outstanding affirmation that a building or District-Wide Comprehensive School Counseling Program has been fully implemented consistent with the Missouri Comprehensive School Counseling Framework.</li> <li>Counselor is evaluated using a school counselor evaluation instrument.</li> <li>All counselors are fully certified</li> </ul>	<ul style="list-style-type: none"> <li>Adequate affirmation that a building or District-Wide Comprehensive School Counseling Program has been fully implemented consistent with the Missouri Comprehensive School Counseling Framework.</li> <li>Counselor is evaluated using a school counselor evaluation instrument.</li> <li>All counselors are fully certified</li> </ul>	<ul style="list-style-type: none"> <li>Minimal affirmation that a building or District-Wide Comprehensive School Counseling Program has been fully implemented consistent with the Missouri Comprehensive School Counseling Framework</li> <li>All counselors are fully certified</li> </ul>	<ul style="list-style-type: none"> <li>Little or no affirmation that a building or District-Wide Comprehensive School Counseling Program has been fully implemented consistent with the Missouri Comprehensive School Counseling Framework</li> <li>School Counselor not fully certified</li> </ul>
	School Board Assurances/Board Policy				Copy or link of school board assurances or comprehensive school counseling board policy	School Board Assurances/Policy are not included.
	School Counseling Program Goals		All goals meet all criteria	Two goals meet all criteria	One goal meets all criteria	No goals meet all criteria
	<b>Curriculum</b>	Planning Survey	<ul style="list-style-type: none"> <li>Outstanding narrative detailing how survey results inform implementation of the MCSCP</li> <li>Copy of results with teacher, student and parents needs evident.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory narrative detailing how survey results inform implementation of the MCSCP</li> <li>Copy of results with teacher, student and parents needs evident.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate narrative detailing how survey results inform implementation of the MCSCP</li> <li>Copy of results with teacher, student and parents needs evident.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal narrative detailing how survey results inform implementation of the MCSCP</li> <li>Copy of results with teacher, student and parents needs evident</li> </ul>

	School Counseling Curriculum		<ul style="list-style-type: none"> <li>Exemplary scope and sequence containing all three domains with developmentally appropriate lessons</li> <li>Outstanding narrative of delivery of chosen lessons and implications for future revisions.</li> </ul>	<ul style="list-style-type: none"> <li>Exemplary scope and sequence containing all three domains with developmentally appropriate lessons</li> <li>Satisfactory narrative of delivery of chosen lessons and implications for future revisions.</li> </ul>	<ul style="list-style-type: none"> <li>Scope and sequence containing all three domains with developmentally appropriate lessons</li> <li>Adequate narrative of delivery of chosen lessons and implications for future revisions.</li> </ul>	<ul style="list-style-type: none"> <li>Scope and sequence containing all three domains with developmentally appropriate lessons</li> <li>Minimal narrative of delivery of chosen lessons and implications for future revisions.</li> </ul>	<ul style="list-style-type: none"> <li>Scope and sequence containing all three domains with developmentally appropriate lessons</li> <li>Incomplete narrative of delivery of chosen lessons and implications for future revisions.</li> </ul>
ISP	Individual Career and Academic Plan	Elementary	Outstanding narrative detailing specific information about elementary career development.	Satisfactory narrative detailing specific information about elementary career development.	Adequate narrative detailing specific information about elementary career development.	Minimal narrative detailing specific information about elementary career development.	Poor narrative detailing elementary career development.
		Secondary	<ul style="list-style-type: none"> <li>Copy of redacted ICAP containing all criteria of SB638</li> <li>Outstanding narrative detailing GLE inclusion and ICAP review process</li> </ul>	<ul style="list-style-type: none"> <li>Copy of redacted ICAP containing all criteria of SB638</li> <li>Satisfactory narrative detailing GLE inclusion and ICAP review process</li> </ul>	<ul style="list-style-type: none"> <li>Copy of redacted ICAP containing all criteria of SB638</li> <li>Adequate narrative detailing GLE inclusion and ICAP review process</li> </ul>	<ul style="list-style-type: none"> <li>Copy of redacted ICAP containing all criteria of SB638</li> <li>Minimal narrative detailing GLE inclusion and ICAP review process</li> </ul>	<ul style="list-style-type: none"> <li>Copy of redacted ICAP not containing all criteria of SB638</li> <li>narrative detailing GLE inclusion and ICAP review process</li> </ul>
	Transitions		<ul style="list-style-type: none"> <li>Highly detailed transition plan includes grade to grade, building to building, and postsecondary activities that are evaluated and improved annually. Plan shows collaboration with administrators, other counselors and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Transition plan includes grade to grade, building to building, and postsecondary activities that are evaluated and improved annually. Plan shows collaboration with administrators, other counselors and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Transition plan includes grade to grade, building to building, and postsecondary activities that are evaluated and improved annually. Plan shows collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Transition plan includes grade to grade, building to building, and postsecondary activities. Plan shows collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Plan does not detail transition activities or show collaboration</li> </ul>
Responsive Services	Crisis Plans				<ul style="list-style-type: none"> <li>copy of crisis plan with revision date and specific school counselor role</li> <li>detailed narrative of revision process and how information is shared with parents</li> </ul>	<ul style="list-style-type: none"> <li>copy of crisis plan with revision date and specific school counselor role</li> <li>narrative of revision process and how information is shared with parents</li> </ul>	<ul style="list-style-type: none"> <li>Crisis Plan and narrative are not included</li> </ul>

	School Mental Health	<ul style="list-style-type: none"> <li>• copy of thorough referral list, suicidal ideations and bullying procedural documentation</li> <li>• outstanding narrative of collaboration with school psychologists, school social workers, and school based mental health professionals</li> </ul>	<ul style="list-style-type: none"> <li>• copy of referral list, suicidal ideations and bullying procedural documentation</li> <li>• satisfactory narrative of collaboration with school psychologists, school social workers, and school based mental health professionals</li> </ul>	<ul style="list-style-type: none"> <li>• copy of referral list, suicidal ideations and bullying procedural documentation</li> <li>• adequate narrative of collaboration with school psychologists, school social workers, and school based mental health professionals</li> </ul>	<ul style="list-style-type: none"> <li>• copy of referral list, suicidal ideations and bullying procedural documentation</li> <li>• Minimal narrative of collaboration with school psychologists, school social workers, and school based mental health professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Missing artifacts</li> <li>• Narrative does not show collaboration with school psychologists, school social workers, and school based mental health professionals</li> </ul>
	Small Groups	<ul style="list-style-type: none"> <li>• Exemplary highly detailed and evidenced based Lesson plan for minimum of 4 sessions.</li> <li>• The group's purpose is directly aligned to school counseling program planning.</li> <li>• Results report contains clear process, perception and outcome data</li> <li>• Compelling visual is included</li> </ul>	<ul style="list-style-type: none"> <li>• Highly detailed and evidence based lesson plan for minimum of 4 sessions.</li> <li>• The group's purpose is directly aligned to school counseling program planning.</li> <li>• Results report contains clear process, perception and outcome data</li> <li>• visual is included</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed and evidenced based lesson plan for minimum of 4 sessions.</li> <li>• The group's purpose is directly aligned to school counseling program planning.</li> <li>• Results report contains clear process, perception and outcome data</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan for minimum of 4 sessions included</li> <li>• The group's purpose is directly aligned to school counseling program planning.</li> <li>• Results report contains clear process, perception and outcome data</li> </ul>	<ul style="list-style-type: none"> <li>• Less than four lesson plans are included</li> <li>• The group's purpose is directly aligned to school counseling program planning.</li> <li>• Results report contains clear process, perception and outcome data</li> </ul>
System Support	Advisory Council	<ul style="list-style-type: none"> <li>• all 4 artifacts included</li> <li>• outstanding narrative of how information from advisory council enhances your MCSCP</li> </ul>	<ul style="list-style-type: none"> <li>• all artifacts included</li> <li>• satisfactory narrative of how information from advisory council enhances your MCSCP</li> </ul>	<ul style="list-style-type: none"> <li>• 3 artifacts included</li> <li>• adequate narrative of how information from advisory council enhances your MCSCP</li> </ul>	<ul style="list-style-type: none"> <li>• 3 artifacts included</li> <li>• minimal narrative of how information from advisory council enhances your MCSCP</li> </ul>	<ul style="list-style-type: none"> <li>• artifacts or narrative are missing</li> </ul>
	Calendars	<ul style="list-style-type: none"> <li>• highly detailed to show program impact for all students and stakeholders</li> <li>• Topics on the calendar reflect program goals</li> <li>• All calendars include percentages aligned with recommended MCSCP percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Calendars show program impact for all students and stakeholders</li> <li>• Topics on the calendar reflect program goals</li> <li>• All calendars include percentages aligned with recommended MCSCP percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Calendars show program impact for all students and stakeholders</li> <li>• All calendars include percentages aligned with recommended MCSCP percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Calendars do not show program impact for all students and stakeholders</li> <li>• All calendars include percentages aligned with recommended MCSCP percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Calendars are not included or include percentages not aligned with MCSCP</li> </ul>

	<p><b>P+P=R</b></p> <p><i>*Point values doubled for this section only!*</i></p>	<p style="text-align: center;"><b>8 points</b></p> <ul style="list-style-type: none"> <li>• All Time Task Analysis (TTA) correlate with recommended MCSCP percentages</li> <li>• All summary, charts, and improvement plans are included</li> <li>• Outstanding narrative detailing how improvement plans were chosen, how they align to goals, and how potential barriers will be addressed</li> </ul>	<p style="text-align: center;"><b>6 points</b></p> <ul style="list-style-type: none"> <li>• All Time Task Analysis (TTA) correlate with recommended MCSCP percentages</li> <li>• All summary, charts, and improvement plans are included</li> <li>• Satisfactory narrative detailing how improvement plans were chosen, how they align to goals, and how potential barriers will be addressed</li> </ul>	<p style="text-align: center;"><b>4 points</b></p> <ul style="list-style-type: none"> <li>• All Time Task Analysis (TTA) correlate with recommended MCSCP percentages</li> <li>• All summary, charts, and improvement plans are included</li> <li>• Adequate narrative detailing how improvement plans were chosen, how they align to goals, and how potential barriers will be addressed</li> </ul>	<p style="text-align: center;"><b>2 points</b></p> <ul style="list-style-type: none"> <li>• All Time Task Analysis (TTA) correlate with recommended MCSCP percentages</li> <li>• All summary, charts, and improvement plans are included</li> <li>• Minimal narrative detailing how improvement plans were chosen, how they align to goals, and how potential barriers will be addressed</li> </ul>	<p style="text-align: center;"><b>0 points</b></p> <ul style="list-style-type: none"> <li>• Not all artifacts are included</li> <li>• Narrative does not address criteria</li> </ul>
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