

**2021-2022**

**Gysbers Missouri Comprehensive School Counseling Program Award**

The Gysbers Missouri Comprehensive School Counseling Program Award recognizes Missouri school buildings that have demonstrated the commitment to be fully implemented. This prestigious award is a five year distinction. Buildings may reapply after five years.

**Due Date**: Last Friday in June

Maximum of 500 words unless otherwise noted.

Applications will be scored by a panel of 5 trained reviewers comprised of a counselor educator, MSCA representative, elementary counselor, middle school counselor, and high school counselor. A K-12 counselor can be chosen to serve as one of the school counseling positions. An application must receive a score of 54 (90% or higher) to achieve the designation. Successful applicants will be notified no later than the last Friday in September.

This document is to be sent to DESE.GysbersAwardProposal@dese.mo.gov upon completion.

Please follow FERPA guidelines when submitting documents. Attach any other supporting documentation as ONE PDF file to complete your application. An email acknowledging receipt of application will be sent. Multiple links are acceptable.

**Award Recognition will include but not limited to:**

* Website promotion through DESE social media
* Recognition at DESE Administrator’s conference
* Digital Badge for use in email and school website
* Legislator Proclamation

**Application Information:**

|  |  |
| --- | --- |
| **First Name** |  |
| **Last Name** |  |
| **Email** |  |
| **Position:** |  |
| **Phone Number** |  |
| **School District** |  |
| **School Building**  |  |
| **School Address** |  |
| **Number of students in building** |  |

**Section 1: Program Assurances**

* **School Counseling Program Manual**
	+ Brief narrative of how the program manual was developed
	+ For additional information see the [DESE Program Manual](https://dese.mo.gov/sites/default/files/cnsl-missouri-comprehensive-school-counseling-manual-2017_0.pdf)
	+ [Program Manual Template](https://dese.mo.gov/sites/default/files/cnsl-programmanual-template.docx)

|  |
| --- |
|  |

 School Counseling Program Manual (link):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Overview Element | 4 | 3 | 2 | 1 |
| Program Manual | The school and/or district have a program manual. Provided a detailed narrative of how the program manual was developed. | The school and/or district have a program manual. Provided a narrative of how the program manual was developed |  The school and/or district have a program manual. Provided a limited narrative of how the program manual was developed | The school and/or district does not have a program manualDid not provide a narrative of how the program manual was developed |

**Narrative**:

|  |
| --- |
|  |

**Artifacts**:

* **Program Manual**
* **Narrative**
* **School Counseling Mission Statement**
	+ may show linkage to the school/district’s mission statement
	+ is written with students as the primary focus
	+ advocates for equity, access and success of every student
	+ indicates the long-range results desired for every student
	+ no more than two sentences
	+ Narrative about how the above criteria are used to develop the school counseling mission statement.

|  |
| --- |
|  |

**Mission Statement** (link):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| Mission Statement |  | Mission statement has clear focus and emphasizes equity, access, and success for every student. Mission statement is two sentences or less.Narrative is included.  | The mission statement is included. Narrative is included with little detail. | Mission statement is minimal and little or no narrative included. |

**Narrative**:

|  |
| --- |
|  |

**Artifacts**:

* School Counseling Mission Statement
* Narrative
* **School Counseling Vision Statement**
	+ Describes the future world where student outcomes are successfully achieved.
	+ Portrays a rich and textual picture of success for the future.
	+ No more than two sentences
	+ Narrative about how above criteria are used to develop vision statement.

|  |
| --- |
|  |

**Vision Statement** (link):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| Vision Statement |  | The Vision Statement creates a clear picture of student success for the future. Vision statement is two sentences or less.Narrative is included.  | The Vision Statement is included. Narrative is included. | The Vision Statement is minimal and little or no narrative included. |

**Narrative**:

|  |
| --- |
|  |

**Artifacts**:

* School Counseling Vision Statement
* Narrative
* **Administrator Statement** **on District Letterhead**
	+ Describes how the program is supported by giving specific examples of benefits seen from implementation of the program and actions taken by the administrator to support the program.
	+ Indicates if the counselor(s) is/are evaluated using a school counselor evaluation instrument.
		- School counselor evaluation instrument (artifact in the P+P=R section)
	+ Indicates if the counselor(s) is/are fully certified (initial, lifetime or career student services)

|  |
| --- |
|  |

**Administrator Statement:** PDF or link

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| Administrator Statement | * Building and/or District-Wide Comprehensive School Counseling Program has been fully implemented consistent with the Missouri Comprehensive School Counseling Framework including three examples of administrator support, meeting all criteria.
* Counselors are evaluated using a school counselor evaluation instrument.
* All counselors are fully certified
 | * Building and/or District-Wide Comprehensive School Counseling Program has been fully implemented consistent with the Missouri Comprehensive School Counseling Framework including two examples of administrator support, meeting most criteria.
* Counselors are evaluated using a school counselor evaluation instrument.
* All counselors are fully certified
 | * Building and/or District-Wide Comprehensive School Counseling Program has been fully implemented consistent with the Missouri Comprehensive School Counseling Framework with one example of administrative support meeting some criteria.
* School Counselors are evaluated using a school counseling instrument
* All counselors are fully certified
 | * No affirmation that a Building and/or District-Wide Comprehensive School Counseling Program has been fully implemented consistent with the Missouri Comprehensive School Counseling Framework, meeting minimal criteria.
* School counselors are evaluated
* School Counselor(s) not fully certified
 |

**Artifacts**:

* Administrator Statement
* Principal/Counselor Discussion/Conference (formerly Principal/Counselor Agreement)

|  |
| --- |
|  |

Link:

* School Counselor Evaluation tool (linked in the P+P=R section)
* **School Board Assurances/Board Policy**
	+ Addresses the three comprehensive school counseling program strands/content areas (social/emotional, academic, and career development)
	+ Emphasizes the full implementation and benefits of a district wide comprehensive school counseling program

**School Board Assurances/Board Policy** (link):

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| 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. |

**Artifacts**:

* School Board Policy
* **Building School Counseling Data Goals** *minimum of 3 goals that includes these criteria:*
	+ 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 subgroup levels
	+ Are written in SMART format: specific, measurable, attainable, results-oriented, and time-bound ([See SMART Goal Template](https://dese.mo.gov/sites/default/files/cnsl-Gysbers-smartgoals.docx))
	+ Provide a narrative explaining how the goals were developed and selected based on building data.

|  |
| --- |
|  |

**School Counseling**

**Program Goals** (link):

**Narrative**:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| Building School Counseling Program Goals | * All goals meet all criteria
* addressed in the narrative
 | * Two goals meet all criteria
* addressed in the narrative
 | * One goal meets all criteria
* addressed in the narrative
 | * No goals meet all criteria
* Minimal addressed in narrative
 |

**Artifacts**:

* Building School Counseling ProgramSMART Goals
* Narrative

**Section 2: Curriculum**

* **Program Planning Survey**
	+ [Provide a blank copy of each program planning survey](https://dese.mo.gov/sites/default/files/MCSCP_planningsurvey.pdf)
	+ Copy of planning survey results ***addressing teacher, student, and parent*** (must include all three results) within three years of application
	+ Written narrative explaining each of the survey results (teacher, student and parent) in detail and how the results are used in the program related to curriculum planning and revision.

|  |
| --- |
|  |

**Program Planning Survey** (link):

**Results (including teacher, student, and parent)** (link):

|  |
| --- |
|  |

**Narrative**:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| **Program** Planning Survey | * Narrative providing four examples detailing how survey results inform implementation of the MCSCP
* Copy of results with teacher, student and parents evident.
 | * Narrative providing three examples detailing how survey results inform implementation of the MCSCP
* Copy of results with teacher, student and parents evident.
 | * Narrative providing two examples detailing how survey results inform implementation of the MCSCP
* Copy of results with teacher, student and parents evident.
 | * Narrative providing one or no example(s) detailing how survey results inform implementation of the MCSCP
* Copy of results with teacher, student and parents evident
 |

**Artifacts**:

* Blank copy of program planning survey
* Results of the teacher, student, and parent survey
* Narrative
* **School Counseling Curriculum**
	+ Evidence of curriculum scope and sequence for the grade levels represented in the application. Clear representation of all 3 content areas (academic, career, social/emotional) An example can be found under the awards tab on the DESE School Counseling Website.
	+ Example of three Lessons connected to the criteria, one from each content area (academic, career, social/emotional)
		- Lessons aligned to Missouri Big Ideas and GLEs
		- Includes a detailed evaluation component in each lesson
	+ Narrative containing:
		- How curriculum scope and sequence chosen or developed for the year using the program planning survey results from teachers, students and parents as well as other information.
		- How the scope and sequence showcase a broad range of the curriculum
		- Implication of the lessons in the scope and sequence and the process for curriculum revision.

|  |
| --- |
|  |

**Scope and Sequence** (link):

|  |
| --- |
|  |

**Lessons** (link):

**Narrative**:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| School Counseling Curriculum | * Exemplary scope and sequence containing all three content areas (social emotional, academic, career) with developmentally appropriate lessons
* Three examples of lessons connected to criteria with an evaluation component.
* Detailed narrative based on criteria
 | * Scope and sequence containing all three content areas (social emotional, academic, career) with developmentally appropriate lessons
* Two examples of lessons connected to criteria with an evaluation component.
* Narrative based on criteria
 | * Scope and sequence containing all two content areas (social emotional, academic, career) with developmentally appropriate lessons
* One example of lessons connected to criteria with an evaluation component.
* Narrative
 | * Scope and sequence containing all one content areas (social emotional, academic, career) with developmentally appropriate lessons
* No example of lessons connected to criteria with an evaluation component.
* Minimal narrative
 |

**Artifacts**:

* Scope and Sequence of Building School CounselingCurriculum
* Three Lesson**~~s~~** Plans with Evaluation Component (one from each content area)
* Narrative

**Section 3: Individual Student Planning**

* **Individual Career and Academic Plans** \*\*Note grade level specific instructions\*\*
	+ *Buildings ONLY K-6*
		- Narrative
			* Explanation of elementary career development activities and how they are implemented. Share examples of at least four career activities.
			* Explanation of transition activities (Grade to Grade andBuilding to Building)
	+ *Buildings including 7-12th grade (middle school and K-12 included in this section)*
		- copy of a completed ICAP with the student name and parent signature redacted
			* A middle school Building would submit an 8th grade student plan
			* A high school building would submit a 12th grade student plan
			* ICAP should meet all criteria of Senate Bill 638 ([http://www.senate.mo.gov/16info/pdf-bill/tat/SB638.pdf- page 45](http://www.senate.mo.gov/16info/pdf-bill/tat/SB638.pdf-%20page%2045))
		- Narrative
			* Address how school counseling GLEs are embedded, how changes to the ICAP are made and reviewed
			* Explain three or more ways parents are notified related to the ICAP information.
			* Explain level appropriate [transition activities](https://dese.mo.gov/sites/default/files/cnsl-Gysbers-transitionplanexample.docx) in narrative (Selected level - Grade to Grade and Building to Building and/or High School to Postsecondary)

|  |
| --- |
|  |

**Copy of Redacted ICAP**

(7-12th ONLY; link):

**Narrative**:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| Individual Career and Academic Plan | **Elementary** | * Narrative with Four examples of career activities
* Detailed transition activities explained.
 | * Narrative with three examples of career activities.
* Transition activities explained.
 | * Narrative with two examples of career activities
* Limited transition activities explained.
 | * Narrative with one or not examples of career activities
* Minimal or no transition activities explained.
 |
| **Middle/Secondary/K-12** | * Copy of redacted ICAP containing all criteria of SB638

Narrative* Narrative with four examples of how and where GLE’s are embedded. Extremely clear and detailed information on how the ICAP is reviewed.
* At least three methods of how parents are notified
* Detailed transition activities explained.
 | * Copy of redacted ICAP containing all criteria of SB638

Narrative* Narrative with three examples of how and where GLE’s are embedded. Extremely clear and detailed information on how the ICAP is reviewed.
* At least two methods of how parents are notified
* Transition activities explained.
 | * Copy of redacted ICAP containing all criteria of SB638

Narrative* Two examples of how and where GLE’s are embedded. Extremely clear and detailed information on how the ICAP is reviewed.
* At least one method of how parents are notified
* Limited transition activities explained.
 | * Copy of redacted ICAP containing all criteria of SB638

Narrative* Narrative with one examples of how and where GLE’s are embedded. Extremely clear and detailed information on how the ICAP is reviewed.
* At least one or no methods of how parents are notified
* No transition activities explained.
 |

**Artifacts**:

* Elementary
	+ Narrative
* Middle School
	+ Redacted ICAP
	+ Narrative
* High School/ K-12
	+ Redacted ICAP
	+ Narrative
	+ Program of Study (if available – DESE use only)

**Section 4: Responsive Services**

* **Building Crisis Plan**
	+ Copy of your building crisis plan ([MSCA Crisis Manual template](http://moschoolcounselor.org/files/2020/06/MSCA-Crisis-Manual-with-virtual-info.pdf))

 Narrative

* + Brief narrative of the implementation and revision process of the building crisis plan
	+ A detailed explanation of the school counselor’s role
	+ In the narrative explain two examples of how the crisis plan is shared with students and parents.

|  |
| --- |
|  |

**Building Crisis Plan** (link):

**Narrative**:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
|  Building Crisis Plan |  | * Copy of the building crisis plan with revision dates

Narrative* Explain the specific school counselor role in the crisis plan process
* Detailed narrative of revision process including two examples of how information is shared with parents and staff
 | * Copy of the building crisis plan with revision dates

Narrative* Explain the specific school counselor role in the crisis plan process
* Detailed narrative of revision process including one examples of how information is shared with parents and staff
 | * Crisis Plan not included
* Narrative are not included or incomplete
 |

**Artifacts**:

* Building Crisis Plan
* Narrative
* **School Mental Health**
	+ Narrative of meaningful consultation and collaboration with specialized instructional support personnel (SISP) related to mental health issues in the school. Include appropriate staff for your school (principal, nurse, etc. OR school psychologists, school social workers and school based mental health professionals)
	+ **Provide detailed school mental health plans addressing**: ***suicidal ideation/self-harm and bullying***
	+ Include a resource referral list for your community

**School Mental Health Documentation:**

|  |
| --- |
|  |

**School Suicidal Ideation/Self-harm** **Plan** (link):

|  |
| --- |
|  |

**School Bullying Plan:** (link)

|  |
| --- |
|  |

**School Resource Referral List:** (link)

**Narrative**:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| School Mental Health | * Narrative including four examples of collaboration with specialized instructional support personnel (SISP) or appropriate staff
* Detailed plans including suicidal ideations and/self-harm and bullying procedural documentation
* copy of thorough referral list
 | * Narrative including three examples of collaboration with specialized instructional support personnel (SISP) or appropriate staff
* Plan including suicidal ideations/self-harm and bullying procedural documentation
* copy of referral list
 | * Narrative including two examples of collaboration with specialized instructional support personnel (SISP) or appropriate staff
* Plan including suicidal ideations/self-harm and bullying procedural documentation
* copy of referral list
 | * Narrative including one example of collaboration with specialized instructional support personnel (SISP) or appropriate staff
* Plan including suicidal ideations/self-harm and bullying procedural documentation
* copy of referral list
 |

**Artifacts**:

* Narrative
* School Suicidal Ideation/Self-harm Plan
* School Bullying Plan
* Resource list
* **Small Groups**
	+ Provide session plans from one small group (providing a minimum of four sessions)
	+ Each session including an evaluation component for the group

 Narrative

* + Address the types of small groups implemented in the school
	+ Explain how the school counselor decides what specific groups are needed
	+ Explain how data is collected during the small group and how results are shared with students, teachers and parents
	+ Explain how students are selected for small groups
	+ Explain how teachers and parents are notified of groups

|  |
| --- |
|  |

**Small Groups** (link):

**Narrative**:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| Small Groups | * Four or more exemplar small group session plans with an evaluation component
* A detailed narrative meeting all criteria
 | * Three small group session plans with an evaluation component
* A narrative meeting all criteria
 | * Two small group session plans with an evaluation component
* A narrative meeting some criteria
 | * One or no small group session plans
* A narrative meeting minimal criteria
 |

**Artifacts**:

* Small Group Plan - Minimum of four sessions with an evaluation component
* Narrative

**Section 5: System Support**

* **Advisory Council**
	+ A list of the building/district advisory council member stakeholder positions (no names).
	+ The agendas and minutes from at least two meetings from the year of application (fall and spring)
	+ Narrative including four examples of how the advisory council enhances your comprehensive school counseling program.

|  |
| --- |
|  |

**Advisory Council** (link):

**Narrative**:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| Advisory Council | * List of advisory council member positions,
* Agendas and minutes from two meetings (fall/spring)
* Narrative including four examples of how information from advisory council enhances your MCSCP
 | * List of advisory council member positions
* Agendas and minutes from two meetings (fall/spring)
* Narrative including three examples of how information from advisory council enhances your MCSCP
 | * List of advisory council member positions
* Agendas and minutes from two meetings (fall/spring)
* Narrative including two examples of how information from advisory council enhances your
 | * List of advisory council member positions
* Agendas and minutes from two meetings (fall/spring)
* Narrative including one or no examples of how information from advisory council enhances your
 |

**Artifacts**:

* Advisory council list of member positions
* Agendas from two advisory council meetings
* Minutes from two advisory council meetings
* Narrative
* **Calendars**
	+ Submit annual comprehensive school counseling program calendar from the application year.
	+ Two weekly electronic calendars for each school counselor in the building. Calendars should reflect all four-program components, color-coded. One calendar from fall and one from spring.
	+ See [example calendars](https://dese.mo.gov/college-career-readiness/school-counseling/system-support)

|  |
| --- |
|  |

**Calendars** (link):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview Element** | **4** | **3** | **2** | **1** |
| Calendars | * Annual calendar provides monthly activities in all four program components
* Two weekly calendars (for each counselor) reflecting program components **color coded (fall and spring)**
 | * Annual calendar provides monthly activities in three program components
* Two weekly calendars

(for each counselor) reflecting program components **color coded (fall and spring)** | * Annual calendar provides monthly activities in two program components
* Two weekly calendars

(for each counselor) reflecting program components **not color coded**  | * Annual calendar provides monthly activities in one or no program components
* One weekly calendars

(for each counselor) reflecting program components **not color coded**  |

**Artifacts**:

* School annual school counseling calendar
* Two weekly calendars for each counselor (color coded – one fall, one spring)
* **P+P=R**
	+ P: Program - Completed copy of most recent Building IIR accurately completed with summary, charts, and improvement plan(s)
	+ P: Personnel Evaluation –
		- Copy of *blank* School Counselor Evaluation Tool
		- Time Task Analysis for each counselor (one week in fall, one week in spring)

If percentages do not align with [recommended percentages](https://dese.mo.gov/college-career-readiness/school-counseling/school-counseling-index) from the MCSCP Manual, address in your narrative why they do not align and the plans for improvement

* + R: Results Project - School Counselor-led interventions for one issue that deals with the school counseling building school counseling program goals (listed in application) related to achievement, attendance or behavior. These interventions could be implemented in small group or large group.  Results Data (as defined in the MCSCP Manual- Process, Perceptual, [Outcome Data](https://dese.mo.gov/sites/default/files/cnsl-missouri-comprehensive-school-counseling-manual-2017_0.pdf)) **should be reported using the following methods:**
* Process Data (Examples: # of small group counseling sessions held or classroom activities conducted and the # of students impacted, # of parent meetings held and the # of parents in attendance, # of students with ICAPS, etc.)
* Perceptual Data (Examples: Pre and Post Assessment from Teachers, Parents and/or Students, Planning Survey Data, Other Survey/Needs Assessment Data, etc)
* Outcome Data (Examples: Grades, Test Scores, Attendance, Discipline Referrals, Progress Reports, Graduation Rates, and Dropout Rates). The school should provide graphs of progress, results explained further in the narrative.
* Narrative
* Provide a narrative of project and identify why the project was selected and how it connects to the School Building Program Goals. Provide further explanation of the process, perceptual and outcomes data in narrative and how those results will be used to improve the program. Explain project using the SIMS Format (Situation with student(s), Interventions implemented, Measurement(s) used, Setting and summary of outcome) or some similar reporting method.
* Include Time Task Analysis explanation. If percentages do not align with [recommended percentages](https://dese.mo.gov/college-career-readiness/school-counseling/school-counseling-index) from the MCSCP Manual, address why they do not align and the plans for improvement

|  |
| --- |
|  |

**Building IIR** (link):

|  |
| --- |
|  |

**Blank School Counselor Evaluation Tool** (link):

|  |
| --- |
|  |

**2 Time Task Analysis** (link):

|  |
| --- |
|  |

**P+P=R** **Project (Process, Perceptual**

**and Outcomes Data with graphs included** (link):

**Narrative**:

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| P+P=R\*Point values doubled for this section only!\* | 8 points | 6 points | 4 points | 2 points |
| * Building IIR accurately completed with summary, charts, and improvement plan(s)
* Copy of school counselor building evaluation tool
* Two Time Task Analyses for each counselor (TTA) closely aligned with recommended MCSCP percentages or further explanation (one fall, one spring)
* Results project includes all criteria using the three forms of data: process, perceptual and outcome (including graphs)
* Graph(s) of progress related to SIMS or similar reporting method – addressed in narrative
* Exemplary highly detailed narrative explaining the project, analysis results and how they will be used and how the project connects to building goals
 | * Building IIR accurately completed with summary, charts, and improvement plan(s)
* Copy of school counselor building evaluation tool
* Two Time Task Analyses for each counselor (TTA) closely aligned with recommended MCSCP percentages or further explanation (one fall, one spring)
* Results project includes all criteria using the three forms of data: process, perceptual and outcome (including graphs)
* Graph(s) of progress related to SIMS or similar reporting method – addressed in narrative
* Detailed narrative and how the project connects to building goals
 | * Building IIR accurately completed with summary, charts, and improvement plan(s)
* Copy of school counselor building evaluation tool
* All Time Task Analyses (TTA) closely aligned with recommended MCSCP percentages with little or no explanation (one fall, one spring)
* Results project includes all criteria using the three forms of data: process, perceptual and outcome (including graphs)
* Graph(s) of progress related to SIMS or similar reporting method – addressed in narrative
* Narrative
 | * Building IIR completed
* Copy of school counselor building evaluation tool
* One Time Task Analysis (TTA) closely aligned with recommended MCSCP percentages with little or no explanation (one fall, one spring)
* Results project includes all criteria using the three forms of data: process, perceptual and outcome (including graphs)
* Graph(s) of progress
* Minimal narrative
 |

**Artifacts**:

* Completed Building IIR
* Blank School Counselor Evaluation Tool
* Time Task Analysis for each counselor (one fall, one spring)
* Results project with graphs (Process, Perceptual and Outcomes Data)
* Narrative

**DESE Information only --------------------------------------------------------------------------------------------------------------------------------**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Total Score)**

**Counselor to student ratio is 1:250 (for DESE use ONLY, not counted in points)**

* Yes
* No

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Evaluator Signature) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)**