

ISCA's District of Distinction Application Requirements

ASCA National Model, 4th edition

Districts must submit one PDF document with all of the following information:

- Application Cover Page
- Adapted District/School Data Summary ([use template provided by ASCA](#))
- Section cover page, reflection, and content documentation for all six components (criteria details listed in the following pages):
 - o Vision and Mission
 - o Annual Student Outcome Goals
 - o Classroom & Group Mindsets and Behaviors Action Plan
 - o Annual Administrative Conference
 - o Annual Calendar
 - o Classroom Instruction Results Report **OR** Small-Group Results Report

Districts receiving the distinction must:

- Score a minimum of 15 points out of 18 possible.
- Score no less than a 2 for each component.
- Have at least one component in which post-secondary planning is specifically addressed.

Scoring Scale for Each Component

3	Exemplary: Evidence and reflection have no missing components. Includes strong supporting documentation from all counselors in the district. Reflection addresses all criteria and must be free from significant errors.
2	Satisfactory: Evidence and reflection have very few parts missing. Supporting documentation is on the right track, but not exemplary. Errors did not detract from readability of content
1	Emerging: Evidence and reflection provided have parts missing, lack information to address criteria and/or errors detracted from reviewer's ability to effectively score content. (Ex: Supporting documentation is missing from some counselors, not all examples provided in reflection criteria, ASCA templates were not used etc.)
0	Inadequate: Evidence and reflection minimally address the criteria

Content Criteria by Component

<p><u>Vision & Mission</u></p> <p>Need help?! Check out this tutorial video!</p>	<p>Vision Statement:</p> <ul style="list-style-type: none"> • Describes the future world (five–15 years in the future) where best-possible student outcomes are achieved • Includes school and/or district vision statement or a statement explaining why it isn't provided • Aligns with school and/or district vision statement or includes an explanation regarding the lack of alignment <p>Mission Statement:</p> <ul style="list-style-type: none"> • Describes school counseling program's overarching focus or purpose. <ul style="list-style-type: none"> ◦ Ensures all students benefit in the implementation of the comprehensive school counseling program. ◦ Emphasizes equity, access, and success for every student. ◦ Emphasizes long-range results for every student. • Includes school and/or district mission statement or a statement explaining why it isn't provided • Aligns with school and/or district mission statement or includes an explanation regarding the lack of alignment
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<p>Need more intensive help?! Check out this extended webinar!</p>	<p>Reflection (maximum 250 words per reflection bullet):</p> <ul style="list-style-type: none"> • Give two examples of how the vision statement was influenced by the seven mindset standards from the ASCA School Counselor Professional Standards & Competencies. • Give two examples of how the school counseling program addresses equity and access for every student • Give three examples of how the vision and mission statements are communicated to stakeholders
<p><u>Annual Student Outcome Goals</u></p> <p>Need help?! Check out this tutorial video!</p> <p>Need more intensive help?! Check out this extended webinar!</p>	<p>Annual Student Outcome Goals (data-based):</p> <ul style="list-style-type: none"> • Limit of two annual student outcome goal plans (use ASCA template) • Each goal addresses a need demonstrated in student achievement, attendance or discipline data prioritized on the school data summary (Q #6) <p>Annual Student Outcome Goals (format):</p> <ul style="list-style-type: none"> • Goal statement(s) includes only: end date, target group with multiple descriptors that establish the criteria for inclusion in the goal, description of specific outcome to be changed, measure of change, baseline and target data in alignment with the ASCA National Model <p>Annual Student Outcome Goal Plan(s):</p> <ul style="list-style-type: none"> • No more than two ASCA Student Standards: Mindsets & Behaviors for Student Success identified • Selected ASCA Student Standards reflect the priority(ies) identified through the collection of supplemental data • Each ASCA Student Standard identified is operationalized through one or more measurable learning objectives • Pre-/post-assessment items align with the learning objectives <p>Reflection (maximum 250 words):</p> <ul style="list-style-type: none"> • How each annual student outcome goal plan affects stakeholder perception of the school counseling program and school counselor role?
<p><u>Classroom and Group Mindsets & Behaviors</u></p>	<p>Classroom and Group Mindsets & Behaviors Action Plan:</p> <ul style="list-style-type: none"> • Classroom and group mindsets & behaviors action plan template completed for each building (use ASCA template)

<p><u>Action Plan</u></p> <p>Need help?! Check out this tutorial video!</p> <p>Need more intensive help?! Check out this extended webinar!</p>	<ul style="list-style-type: none"> • Specific classroom lessons identified (include grade level and lesson topic) for each grade level in the school. • Small groups available for students with identified needs (include group topic) <p>Reflection (maximum 250 words):</p> <ul style="list-style-type: none"> • Give two examples that demonstrate how identified activity/lesson fostered development of specified ASCA Student Standard to which it is attached.
<p><u>Annual Administrative Conference</u></p> <p>Need help?! Check out this tutorial video!</p> <p>Need more intensive help?! Check out this extended webinar!</p>	<p>Annual Administrative Conference:</p> <ul style="list-style-type: none"> • One completed template per counselor included • Conference (formal meeting) held and Annual administrative conference ASCA template signed by the school counselor and supervising administrator within the first two months of the school year (preferably) • All sections of each annual administrative conference template completed for each member of the school counseling department (EXCEPTION: last year's use of time calculator percentages) • Five-day use-of-time calculator ASCA template used • Complete (at least one) five-day use-of-time calculators for each school counselor to document previous or current school year's use-of-time cited on template (can be from first semester or second semester) • Classifications of activities align with the ASCA National Model definitions of direct and indirect services, program planning/school support and nonschool-counseling tasks. <p>Reflection (maximum 250 words per reflection bullet):</p> <ul style="list-style-type: none"> • Give one example per counselor of what you learned from the use-of-time calculator analysis • How the school counselor(s) advocate(s) for reaching/maintaining 80% of time in delivery of direct and indirect student services

<p><u>Annual Calendar</u></p> <p>Need help?! Check out this tutorial video!</p> <p>Need more intensive help?! Check out this extended webinar!</p>	<p>Annual Calendar:</p> <ul style="list-style-type: none"> • ASCA Annual Calendar template used. • All activities from classroom and group mindsets & behaviors action plan and school counseling program events are listed on the annual calendar with topics • The classification of calendar activities aligns with the ASCA National Model definitions of direct services, indirect services, program planning and school support. <p>Reflection (maximum 250 words):</p> <ul style="list-style-type: none"> • Give two examples of how the annual calendar is communicated to stakeholders
<p><u>Classroom Instruction OR Small-Group Results Report</u></p> <p>Need help?! Check out this tutorial video!</p>	<p>Classroom Instruction OR Small-Group Results Report:</p> <ul style="list-style-type: none"> • One completed template per building included (ASCA template used) • Supporting document includes Mindsets & Behaviors data results bar graph(s): (one bar graph per standalone lesson or one bar graph per unit) <p>(Mindsets & Behaviors Data Results Bar Graph(s))</p> <ul style="list-style-type: none"> • Bar graph(s) is clear (includes title, labeled axes and data points) • Bar graph(s) depicts average student responses for Likert-scale items or depicts percent correct for knowledge-based questions from Mindsets & Behaviors assessments collected before and after lessons/unit • Bar graph(s) conveys impact on students at a glance with pre-/post-data results represented side by side <p>(Participation Data)</p> <ul style="list-style-type: none"> • Number of participants, length of lesson & number of lessons identified <p>(Mindsets & Behavior Data)</p> <ul style="list-style-type: none"> • Pre-assessment data and Post-assessment data provided <p>(Outcome Data)</p> <ul style="list-style-type: none"> • Baseline data, Final data and Percent change included

<p>Need more intensive help?! Check out this extended webinar!</p>	<p>Reflection (maximum 250 words per reflection bullet):</p> <ul style="list-style-type: none">• How did the classroom instruction facilitate attainment of identified ASCA Student Standards? Give two examples.• How the lessons/unit could be improved (e.g., consider timing, lesson length, student access and identified barriers)