



Support Personnel Accountability Report Card for Wisconsin (SPARC-W) 2011-2012 Rationale, Requirements, Guidelines and Application *****For 2nd and 3rd Year Submissions*****

SPARC-W RATIONALE

The SPARC-W is a continuous improvement document that gives a school counseling program and student support team an opportunity to demonstrate effective communication and a commitment to getting results. The Support Personnel Accountability Report Card for Wisconsin (SPARC-W) has been developed by a Wisconsin School Counselor Association (WSCA) advisory group of Wisconsin school counselors.

We hope that you will find the SPARC-W useful in:

- presenting a self-evaluation of your student support system,
- preparing/analyzing results that guide programming for all students in their academic, personal/social, and career goals,
- promoting your program to your school administration, school board, community partners and businesses and parents/guardians,
- preparing reports for school accreditation, grants, or awards recognition, and
- implementing the American School Counselor Association (ASCA) National Standards and National Model for School Counseling Programs and the Wisconsin Comprehensive School Counseling Program Model

If you wish to submit a SPARC-W to the Wisconsin School Counselor Association SPARC-W committee for professional review and award recognition, please follow the directions and requirements delineated in this year's SPARC-W Application Packet.

Deadline for Award consideration: Dec. 16th, 2011

APPLICATION REQUIREMENTS

- 1. You must submit a completed scoring rubric with your SPARC-W. Your SPARC-W will not be considered for an award if you do not self-score your SPARC-W and submit one completed scoring rubric with your seven color copies of the SPARC-W, one cover letter, and one completed application.**
2. Your entire SPARC-W must fit on one 8-½” x 11” page (double sided).
3. Only **SPARC-W’s with size 10 to 12 fonts will be considered for a PoP Award.** An 8 point font is acceptable for your graphs. Please make sure that your text is legible for all graphs and narrative sections of the SPARC-W. We suggest that you use Arial or Times New Roman font.
4. **Each acronym needs to be spelled out** the first time it appears in the document.
5. The SPARC-W is a public document and should **not have typographical or grammatical errors. SPARC-W’s with more than two errors will not be considered for formal award status.**
6. **“A continuous improvement document sponsored by the Wisconsin School Counselor Association”, and the year 2011** must be included in the header of your SPARC-W.
7. The complete application must be received by:

5 PM, Dec. 16th. (*Faxed or e-mailed documents will not be accepted.*)

We encourage you to find SPARC-W layout and editorial assistance from the following personnel:

- District office public relations department • Yearbook advisor • English department
- Graphics department • Desktop publishing class • Graduate interns

You may include student and/or staff demographics as space allows - they are not required.

The cover letter should include an overview of the process engaged by your team to complete the SPARC-W and a distribution plan for your document.

Please send seven (7) color copies of your SPARC-W, a self-scored scoring rubric, and an application form with cover letter to:

Steve Schneider
113 Park Ave.
Sheboygan, WI 53081

All schools must meet the criteria listed within this document. SPARC-W’s that do not follow submission guidelines, are in size 9 font or lower, or missing essential information such as graphs, signatures, or sections will not be reviewed for award consideration. SPARC-W’s will not be returned for “re-writes” or corrections.

SPARC-W 2010 GUIDELINES

This section provides additional information on SPARC-W development and scoring.

RESOURCES

For each section of the SPARC-W, we have identified as resources:

- helpful hints
- ASCA National Model (available at <http://www.schoolcounselor.org>) applications with page numbers from the original National Model for School Counseling Programs book. You may also want to use the new National Model workbook.

We encourage you to contact PoP Award winning student support programs from Wisconsin. You can find the award winning documents at www.wscaweb.org/site/sparcwarchive.asp . You will also find many examples of award winning documents from California at www.sparconline.net .

OPERATIONAL DEFINITIONS

The following three definitions of data are taken from: Evidence-Based School Counseling: Making a Difference with Data-Driven Practices by Carey Dimmitt, John Carey & Trish Hatch (2007)

Process Data- provides evidence that an event occurred. It tells us who received services, activities, or lessons; when they received it; and for how long. Process data give us the who, what, when, where and how often information. (p. 41)

Perception Data- tell us what a student learned. Perception data inform us what a student believes, knows, or can demonstrate as a result of a lesson or activity. When school counselors teach a guidance lesson or hold group counseling sessions, they are delivering (or aligning with delivery of) the ASCA National Standards and competencies (Campbell & Dahir, 1997). Standards-based education encourages educators to measure knowledge, attitudes, and skills (Darling-Hammon, 1998). The words *attitude*, *skills*, and *knowledge* form the acronym ASK, which reminds us to assess what students gained or learned from a lesson or activity (Hatch 2005). Perception data measure whether (a) students' *attitude* or beliefs changed or shifted as a result of an activity or intervention, (b) students learned the *skill* (attained the competency), or (c) students' *knowledge* increased. School counselors can collect ASK data about an activity or intervention to determine if it benefited students. (p.41-42)

Results Data- are the “hard” data, the application data. Results are the proof that the activity or intervention either has or has not positively influenced the students' ability to use attitudes, skills, and knowledge to change their behavior. Behavior changes and their results may be measured with two types of data: achievement or achievement-related. (p. 42)

School Counseling Program – a coordinated comprehensive program that is part of the student support system. Credentialed school counselors are responsible for design, implementation, evaluation, and coordination of the student support system.

Student Support Personnel Team - team of site-based licensed or classified personnel, volunteers, or other individuals. They provide a wide range of student support services that impact student academic, career, and personal/social development.

Student Support System - services and programs that provide a coordinated support network for all students.

TECHNICAL ASSISTANCE

If you have any questions or concerns with regard to the SPARC-W or the National or Wisconsin State Standards for School Counseling Programs, please feel free to contact: **Steve Schneider at steve498@charter.net or (920) 208-1311**. Once you have submitted your SPARC-W, we will publish the name, phone number and email of the individual who was responsible for completing the application. This person is responsible for communicating and sharing with other schools that seek technical assistance in developing their SPARC-W. The SPARC-W process involves a network that is non-competitive; every school that meets the demands of the rubric will receive an award.

We encourage you to design your own template that reflects the program at your school and your graphics capabilities. There are plenty of examples from previous SPARC award winners at www.wscaweb.org/site/sparcwarchive.asp and www.sparconline.net

HOW AND WHEN WE SCORE YOUR SPARC

PoP Awards will be given to schools with scores of 13 or higher with NO score in the “Does Not Meet Expectations” section. While the difference between exceeds expectations, meets expectations and minimally meets expectations is subjective, we encourage you to use language that reflects a stronger commitment.

For example, “I strongly support the implementation of the National Standards” vs. “I support the implementation of the National Standards” vs. “I am considering support of the National Standards” is a simple example of exceeds expectations, meets expectations, and minimally meets expectations.

An email will be made to the "Individual Completing Application" acknowledging receipt of your SPARC-W application. You will be notified by e-mail by **Feb. 1st, 2012** as to the status of your SPARC-W application. No queries will be answered with regard to application status before Feb. 1st, 2012.

The PoP Award winners will be acknowledged during a special ceremony at the 2012 WSCA conference.

The SPARC-W Components Explained

Principal's Comments

This section should also include comments from your building principal regarding the results of your “Focus For Improvement” goals from the previous year’s SPARC-W. There must be evidence that the goals and results were shared with your building principal.

PRINCIPAL'S COMMENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Statement of Support for implementation of the National and Wisconsin State Standards for School Counseling Programs	Statement of support for the implementation of the National and State Standards exceeds expectations.	Statement of support for the implementation of the National and State Standards meets expectations.	Partial statement of support for the implementation of the National and State Standards minimally meets expectations.	No statement of support for the implementation of the National and State Standards.	
Statement on the vital role of the entire student support personnel team in academic success and school safety	Statement on the vital role of the student support personnel team in academic success and school safety exceeds expectations.	Statement on the role of the student support personnel team in academic success and school safety meets expectations.	Partial statement on the role of the student support personnel team in academic success and school safety minimally meets expectations.	No statement on role of the student support personnel team in academic success and school safety.	
Progress on Focus for Improvement from last year's SPARC-W	Focus for improvement results from last year have been clearly identified and progress exceeds expectations.	Focus for improvement results from last year have been clearly identified and progress meets expectations.	Focus for improvement results from last year has been identified and progress minimally meets expectations.	Focus for improvement results from last year are not identified.	
Comments (Please print legibly)				Sub-Total	
				Divide by # of Sections	3
				Total (Subtotal ÷ # of sections)	

Principal's Comments

Is your building principal aware of the National and Wisconsin State Standards for School Counseling Programs?

Yes No

Do you meet regularly with your building principal to discuss the counseling program?

Yes No

Is your building principal aware of your goals for improvement from last year?

Yes No

Do you have results from your goals for improvement from last year that you can share with your principal?

Yes No

Is your own understanding of the standards for school counseling programs strong enough to be able to explain what they are and how your program will use them to your principal?

Yes No

Considering everyone's busy schedules, when is the best time to approach your principal to have a discussion regarding the standards?

this spring early summer late summer next fall

Do you have the kind of relationship with your building principal that you could draft some examples of what he could include in his statement without offending him?

Yes No

School Climate and Safety

Your graphic representations should look similar in style to the graphs in the Results section. Some ideas for the category of school safety are:

- Programs and activities which increase student “connectedness” to school and improve the school climate,
- Programs that teach students’ conflict resolution and mediation techniques for solving conflicts,
- Programs and activities that reduce incidents of violence at the school site with an emphasis on prevention and early detection,
- Programs that provide age-appropriate instruction on violence prevention, bullying, dating violence, and interpersonal violence prevention, and
- Prevention and response to acts of hate violence, bias-related incidents and discriminatory attitudes.

Helpful Hints:

Keep your graphs simple to read – focus on one concept per graph. Think *USA Today!*
The relationship between the data presented and the student support team should be clearly stated.

Your work in this section may be enhanced by reviewing the following National Model application: Delivery System (p.39-44).

SCHOOL CLIMATE AND SAFETY	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Explanation of relationship of student support system	Explanation of relationship of student support system to the overall school climate and safety exceeds expectations.	Explanation of relationship of student support system to school climate and safety meets expectations.	Explanation of relationship of student support system to school climate and safety minimally meets expectations.	No explanation of relationship of student support system to school climate and safety.	
Graphic representations accompanied by a written explanation connecting student support team activity to the results	Two easy-to-read graphic representations of school climate/safety are accompanied by a clearly written explanation strongly connecting the student support team activity to the results.	Two easy-to-read graphic representations of school climate/safety are accompanied by a clearly written explanation connecting the student support team to the results.	Two graphic representations of school climate/safety are accompanied by a clearly written explanation minimally connecting the student support team to the results.	One or no graphic representation of school climate/safety with no connection to student support team.	
Comments (Please print legibly)				Sub-Total	
<i>Award winners must supply perception and results data in subsequent years.</i>				Divide by # of Sections	2
<i>(see operational definitions for clarification of different types of data)</i>				Total (Subtotal ÷ # of sections)	

School Climate and Safety

(see operational definitions for clarification of different types of data)

Has your building used any data to identify areas of concern related to student safety?

Yes No

Are the teachers in the building being asked to use targeted instruction in the classroom to address attitudes of the students?

Yes No

Has the counseling department surveyed the building to discover any real or perceived attitudes by students or faculty regarding feeling unsafe during the school day?

If so, what were the results?

If not, does your gut tell you that there may be issues in your building? What are they and how can you create data to support your gut feeling?

Has the counseling department had any discussions with administration related to the implementation of any programs related to attitudes and perceptions of students related to feeling safe in the building? What was the nature of the discussion?

Student Results

Results are the outcome of what students do, not what adults do. Results are **not** the number of students seen, the number of meetings, conferences, or classes held or attended, or the number of referrals to other agencies or programs. Only student outcome results that your student support system has demonstrably impacted will be considered for a POP Award. **Results should reflect the student performance in any domain or program, not just the numbers or percentage of students placed in those programs. (see operational definitions for clarification of different types of data)**

Presenting your results in graphic form (pie charts, graphs, etc.) and their relationship to the National Standards for School Counseling Programs are essential components for this section. You can use Microsoft Excel to plug your data into a variety of graphs or charts. Three to five data sets including at least three graphic representations of data will make this section complete. Remember to communicate with community partners/resources regarding the use of their data and their contribution in developing your SPARC-W. Don't forget to identify community partnership/resource data; your participation in partnership activities should be linked to successful outcomes.

Helpful Hints:

The relationship between the data presented and the student support team should be clearly stated.

Does your business, math, computer applications departments or service organizations on campus want to crunch numbers for you? Do you have an intern doing a practicum or fieldwork hours at your school who would want to help with your SPARC-W?

Keep your graphs simple to read – focus on one concept per graph. Think *USA Today!*

Your work in this section may be enhanced by reviewing the following National Model applications: Use of Data (p.49-53), Results Reports (p.59-62), Action Plans (p.55).

STUDENT RESULTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Statement explaining the importance of student results and their relationship to ASCA National Standards and Wisconsin State Standards.	Statement explaining the importance of attaining student results and their relationship to National and State Standards exceeds expectations.	Statement explaining the importance of attaining student results and their relationship to National and State Standards meets expectations.	Statement explaining the importance of attaining student results and their relationship to National and State Standards minimally meets expectations.	No statement on the importance of attaining student results and no mention of National and State Standards.	
Provide a graph(s) of student results in each of the three domains (Two graphs for first year SPARC-W in two of the domains)	Graph utilizes student results data	Graph utilizes perception data, but no results data	Graph utilizes process data, but no perception or results data	No graph, or graph unclear	

List standard and indicator for activities in all three domains	Activity attached to both ASCA National <u>and</u> WCSCM State standards and benchmarks/indicator	Activity only attached to either state or national standards and benchmarks/indicator, but not both	List only standard, but not the benchmark/indicator	Activity not attached to standards or benchmarks	
Written explanation connecting student support team activity/intervention to the results in all three domains (academic, career, and personal/social)	Accompanied by a clearly written explanation including process data, strongly connecting the activity/intervention to the results.	accompanied by a clearly written explanation including process data, that connects the activity/intervention to the results	accompanied by a clearly written explanation including process data, that minimally connects the activity/intervention to the results	no connection of activity/intervention to results.	
Comments (Please print legibly)				Sub-Total	
<i>Award winners must provide graphs in all three domains in subsequent years.</i>				Divide by	2
				Total (Subtotal ÷ # of sections)	

Student Results

(see operational definitions for clarification of different types of data)

Academic

Is there an identified academic achievement gap in your building? If so, what is it and who identified it?

Has your department done any guidance curriculum related to skills to help students succeed academically? What were the lessons?

Have you gathered data related to the outcome of the lessons? Did students grades improve? Attendance? Referrals go down? What was the outcome?

Career

Do your students create any artifacts (e.g. portfolio entries, career papers, etc.) that display their understanding of a career standard? Are all students expected to create this?

Do you have lessons that expose students to career research technology that they can access and use on their own? Do you have a way to measure if they are using it on their own?

Personal/Social

Do you run any groups for a target population of students who are struggling? How are these students identified, and do you have a way to follow up to see if they have shown improvement since being involved in the group (e.g. fewer referrals, attendance is improved, gpa has increased)

Focus for Improvement

This section should reflect some of the identified needs for Closing the Gap from surveys, assessment, community feedback and evaluation data collected. For example, does your 10th grade counseling program work for all students or is there a group of students who need a different intervention? Has your school safety plan been updated to reflect current realities?

Some ideas for this section:

- Increase in successful access to post secondary financial aid opportunities,
- Increase in daily attendance of students with health problems,
- Increase in grade point average of special education students, and
- Implementation of support services for students and families participating in the Gifted and Talented program

You have the option of identifying a measurable increase or decrease in a focus for improvement area. Guideline: Do you have a baseline for the focus area before you identify your commitment to improving performance?

Helpful Hints:

- Prioritize your areas for improvement based on data.
- Don't commit in writing to more than your team can deliver. **There is a limit of three items for improvement.**

Your work in this section may be enhanced by reviewing the following National Model applications: Use of Data (p.49-53), Advisory Council (p.47-48), and Program Audit (p.65-66).

FOCUS FOR IMPROVEMENT	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Statement regarding commitment to improvement	Statement regarding commitment to continuous improvement exceeds expectations.	Statement regarding commitment to continuous improvement meets expectations	Statement regarding commitment to continuous improvement minimally meets expectations	No commitment to improvement.	
Use of Closing the Gap data for identification of areas of need and prioritization of items (see examples above)	Strong use of Closing the Gap data to identify areas of need and prioritization of areas of improvement exceeds expectations.	Use of Closing the Gap data to identify areas of need prioritization of areas of improvement meets expectations.	Use of data to identify areas of need and prioritization of areas of need minimally meets expectations (priorities implied).	No use of data to identify areas of need; no prioritization of areas of need or more than 3 items listed.	
Comments (Please print legibly)				Sub-Total	
				Divide by # of Sections	2
				Total (Subtotal ÷ # of sections)	

Focus for Improvement

Does your department have goals set for this year? What are they?

How will you measure if they have been satisfactorily accomplished?

How did you decide on those goals? Did you use data from your building?

Are there projects or issues that your department has had “on the radar” but just hasn’t had time to get to yet? What are they?

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CONTENT AND TYPOS/ GRAMMAR	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Content	Content has a strong consistent voice and format is exceptionally clear, concise, and significant.	Content has a consistent voice and format is clear, concise and significant.	Content has a mostly consistent voice and format is partially clear, concise, and significant.	Content with an inconsistent voice and format is awkward and lacking significance.	
Typos/Grammar	No typos/grammar problems	1 typo/grammar problem	2 typos/grammar problems	3 or more typos/grammar problems	
Comments (Please print legibly)				Sub-Total	
8 pt Arial font – acceptable for graphs only 10 pt Arial font – acceptable 12 pt Arial font – acceptable				Divide by # of Sections	2
8 pt Times Roman font – acceptable for graph only 10 pt Times Roman font - acceptable 12 pt Times Roman font - acceptable				Total (Subtotal ÷ # of sections)	

FINAL SCORE	
<ul style="list-style-type: none"> Program of Promise Awards will be given to schools with scores of 22 or higher with NO score in the Does Not Meet Expectations section. 	
GRAND TOTAL	
Additional Comments (Please print legibly):	

The 2012 Program of Promise (PoP) Award Application Form

Please do not alter this application by deleting sections or adding your own wording.

Deadline: MUST be received by 5:00 pm on December 16, 2011
Please note: faxed or emailed documents will not be accepted

School District: _____

School Site: _____

School Level: Elem Middle High School Setting: Urban Suburban Rural Number of Students _____

County: _____

School's State Senate Member Name: _____

School's State Assembly Member Name: _____

Individual Completing Application: _____ Work Phone: _____

Work Address: _____

City/State: _____ Zip Code: _____

E-Mail: _____

Please enclose the following items on this checklist:

- Application Form (with all appropriate signatures)
- Cover Letter (one page overview of your team's SPARC-W process and SPARC-W distribution plan)
- Support Personnel Accountability Report Card for Wisconsin (SPARC-W) (7) seven color-copies
- A completed self-scored SPARC-W scoring rubric.

Student Support Services Team (Certificated, Classified and Volunteer Staff) You may use additional sheets of paper as necessary.

Name	Position	Signature

Principal, Parent and Student Representative Approval:

This SPARC-W accurately reflects our student support system and the efforts of the school counseling program in its design, implementation, evaluation, and coordination. This document was generated by the student support team at our school.

Signature of Principal: _____

Signature of Parent Representative: _____

Signature of Student Representative: _____

Superintendent publication approval:

This document has been approved as a public document. This SPARC-W accurately reflects the student support system and the efforts of the school counseling program in its design, implementation, evaluation, and coordination. This document has been proofread for typographical and grammatical errors. You have my permission to reproduce and post this SPARC-W on the WSCA website and the DPI Counseling and Student Support website. **I give my permission for all or any part of this application to be shared with state legislators and others interested in reviewing our SPARC-W.**

Name of Superintendent: _____

Superintendent Signature: _____ Date: _____

Deadline for receipt of seven (7) copies is December 16, 2011. Please send to:

**Steve Schneider
SPARC-W Committee Chair
113 Park Ave.
Sheboygan, WI 53081**