



SPARCri 2012

Rationale, Requirements, and Application

SPARC RATIONALE

The Support Personnel Accountability Report Card (SPARC) is a continuous improvement document that gives a school's counseling program and student support team an opportunity to demonstrate effective communication and a commitment to getting results. Modeled after the School Accountability Report Card (SARC), the SPARC has been developed by an advisory group of Los Angeles County counselors, counselor administrators, counselor educators and California Department of Education consultants.

We hope that you will find the *SPARCri* useful in:

- presenting a self-evaluation of your student support system,
- promoting your program to your school administration, school board, parents/guardians, and community partners and businesses,
- preparing reports for school accreditation, grants, or awards recognition, and
- implementing the American School Counselor Association (ASCA) National Standards, the National Model for School Counseling Programs, and the Rhode Island Framework for K-12 Comprehensive School Counseling Programs

Application deadline for award consideration: May 18, 2012

2012 APPLICATION REQUIREMENTS

- ◆ You must self-score your own SPAR*Cri* prior to submitting it for award consideration. Your SPAR*Cri* will not be scored if you do not submit one completed scoring rubric with your application packet.
- ◆ Your entire SPAR*Cri* must fit on **one page** (front and back). 8.5”x11” and 8.5”x14” are the only acceptable document sizes. Laminated SPAR*Cs* will not be accepted.
- ◆ Accepted font sizes for the text of your SPAR*Cri* are 10 and 12 points. An 8-point font is acceptable only for your graphs. Please make sure that your text is legible for all graphs. We suggest that you use Arial or Times New Roman fonts.
- ◆ **Each acronym needs to be spelled out** the first time it appears in the document. No ampersands, please.
- ◆ The SPARC is a public document and should **not have typographical or grammatical errors**. No more than two (2) such errors will be allowed. Please consult the *APA Publication Manual* or look up the web links we recommend on p. 10 of this packet (Rubric Category 6: Content).
- ◆ The year **2012** must be included in the header of your SPAR*Cri* , along with the **SPAR*Cri* logo** (which you can download from www.rischoolcounselor.org). SPAR*Cs* will be disqualified without these two (2) items in the header.
- ◆ The cover letter should include an overview of the process in which your team engaged in order to complete the SPAR*Cri*, as well as a distribution plan for your document.
- ◆ The complete SPAR*Cri* 2010 application packet must be received in our office by **4:00pm on May 18, 2012.** Faxed or emailed documents will not be accepted.

2012 APPLICATION PACKET

Please include the following in your application packet:

- ✓ your cover letter
- ✓ seven (7) color copies of your SPAR*Cri*,
- ✓ one self-scored rubric
- ✓ your completed and signed application

Mail or drop off your complete packet to:

RISCA
c/o WaytoGoRI
Rhode Island Higher Education Assistance Authority
560 Jefferson Blvd.
Suite 100
Warwick, RI 02886

OPERATIONAL DEFINITIONS

Community Partnerships/Resources: internal and external agencies and programs that integrate their unique talents and opportunities into your student support system. Collaboration with community partners may include referrals, monitoring, sharing resources, and supervision.

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

Student Support Personnel Team: team of site-based certificated 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.

RESOURCES

Each section of the SPAR*Cri* in the following pages is prefaced by the following resources:

- Helpful hints we have compiled from practice, focus groups, surveys and prior scoring rubrics, and
- ASCA National Model (<http://www.schoolcounselor.org>) applications with page numbers from the National Model for School Counseling Programs book. You may also use the National Model workbook and the Rhode Island Framework for K-12 Comprehensive School Counseling Programs.

We encourage you to contact other student support teams that submitted SPAR*Cri*'s last year.. You can review last year's award winning SPAR*Cri*'s posted online at www.rischoolcounselor.org under "Recognition".

TECHNICAL ASSISTANCE

We encourage you to design a template that reflects your school's graphics capabilities.

Once you have submitted your SPAR*Cri*, 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 SPAR*Cri*. The SPAR*Cri* process involves a network that is non-competitive; every school that meets the rubric will receive an award.

If you have additional questions or concerns with regard to the SPAR*Cri*, please feel free to contact Jean Greco at jeangreco@yahoo.com for further assistance.

HOW AND WHEN WE SCORE YOUR SPAR*Cri*

SPAR*Cri* awards will be given to schools with scores of “Yes” in all sections of the rubric and that have met all the necessary requirements. The person listed as the “Individual Completing Application” on your application will be contacted for notifications and questions related to your submission.

An e-mail will be sent to your team leader after June 1, 2012 notifying you of your award status. No queries will be answered with regard to application status before June 1, 2012.

Please note: SPARCs that do not follow submission guidelines, do not adhere to the page and font requirements, have more than two (2) typographical or grammatical errors, or are lacking essential information (e.g. graphs, signatures, or sections) will not be reviewed for award consideration. SPARCs will not be returned for “re-writes” or corrections.

SPAR*Cri* 2012 SCORING INSTRUCTIONS AND RUBRIC

Categories

There are six categories/components that determine whether a SPAR*Cri* application receives an award:

1. Principal’s Message
2. Student Support Personnel Team
3. School Climate and Safety
4. Student Results
5. Community Partnerships/Resources
6. Content

1. PRINCIPAL'S MESSAGE

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Helpful Hints

Comments are to be directed toward the student support team as opposed to the entire school.

National Model Application

Your work in this section may be enhanced by reviewing: Performance Evaluations (p. 62) and Management Agreements (p. 47).

Category 1: Principal's Message	<u>Yes</u>	<u>No</u>
Must include a statement on the vital role of the entire Student Support Personnel Team in student academic success and school safety.		
Must include a statement of support for the implementation of the ASCA National Standards for School Counseling.		
Must provide a statement regarding two (2) proposed focuses for improvement items for this year. You may comment on programs initiated from previous years.		
All schools, grades 6-12, must mention the Individual Learning Plan program as integral to the student support services program.		

2. STUDENT SUPPORT PERSONNEL TEAM

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Helpful Hints

You may want to consider including a short history of the growth and development of your school's student support system. This section provides information about who you are as a team. It reinforces the themes of accountability, professionalism, and open communication with your audience.

ASCA National Model Application

Your work in this section may be enhanced by reviewing: Delivery System (pp. 39-44), Beliefs and Philosophy (pp. 27-29), and Use of Time (pp. 55-57).

Category 2: Student Support Personnel Team	<u>Yes</u>	<u>No</u>
Mandatory chart providing information on Student Support Personnel Team: chart must include job titles and academic degrees. <ul style="list-style-type: none">A minimum of four (4) service areas must be included. Service areas may include classified staff, nurse, psychologist, social worker, etc.		
Must include a statement on role of school counselors in an equitable student support system.		
Must include a statement that all certificated team members hold appropriate credentials.		
Must include a statement of team members' professional organizations memberships.		

3. SCHOOL CLIMATE AND SAFETY

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Helpful Hints

A great resource for this section may be your school district's safe and drug free school (Title IV/ Tobacco Use Prevention Education) coordinator. Another resource is your school's information in *Infoworks* located at <http://infoworks.ride.uri.edu/2009/reports/school.asp>. Your graphic representations should look similar in style to the graphs in the results section. Examples of programs that could be included in this section are:

- programs/activities which increase student "connectedness" to school and improve school climate,
- programs that teach students conflict resolution and mediation techniques for solving conflicts,
- programs and activities that reduce incidents of hate, violence, bias-related incidents and discriminatory attitudes 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,

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

ASCA National Model Application

Your work in this section may be enhanced by reviewing: Systems Support (pp. 43-44).

Category 3: School Climate and Safety	<u>Yes</u>	<u>No</u>
Must include a statement regarding the relationship of the student support system to school climate and safety.		
Must have two (2) graphs, accompanied by an explanation for each, connecting student support team activity to the results shown.		
Note: Process and perception data are acceptable in this category.		

4. STUDENT RESULTS

SPARC*ri* 2012

Helpful Hints

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 an academy award.

- The relationship between the data presented and the student support team must be clearly stated.
- Presenting your results in graphic form (pie charts, graphs, etc.) and their relationship to the ASCA National Standards for School Counseling Programs are essential components for this section.
- Do 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*ri*?
- Keep your graphs simple to read – focus on one concept per graph. Think *USA Today*!

ASCA National Model Application

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

Category 4: Student Results	<u>Yes</u>	<u>No</u>
Must include a statement explaining the importance of the utilization of student results and their relationship to the ASCA National Standards.		
Must have three (3) graphs, accompanied by an explanation for each, connecting the Student Support Personnel Team activity to the results shown. Graphs must represent student results data and must be tied to a specific, stated, ASCA National Counseling Standard. Write out the standard on the SPARC<i>ri</i>.		
Note: Process and perception data are <u>NOT</u> acceptable in this category. Only results data are acceptable in this category.		

5. COMMUNITY PARTNERSHIP/RESOURCES SPARC*ri*2012

Helpful Hints

Your student support system coordinates a variety of resources and collaborates with a significant number of community partners/resources. This section asks you to classify all of your partnerships/resources into the academic, career and personal/social domains.

- These partnerships/resources should reflect an active relationship in funding, organization, monitoring, collaboration, or referrals with your student support system.
- Remember to spell out acronyms.
- Volunteer activities should mention students, parents or community members.

ASCA National Model Application

Your work in this section may be enhanced by reviewing: Systems Support (pp. 43-44).

Category 5: Community Partnership/Resources	<u>Yes</u>	<u>No</u>
Must include a statement indicating the importance of community partners/resources. <ul style="list-style-type: none"> • Must provide three (3) examples of how they enhance the quality and effectiveness of the student support program. 		
Must include a minimum of two (2) community partners/resources listed for each ASCA National Standard Counseling domain (Academic, Career and Personal/Social).		
Must include a minimum of two (2) current student, parent, or community member volunteer activities that are strongly related to student support services.		
Must provide the name, phone number and e-mail of a person to contact about becoming involved in the student support services program.		

Helpful Hints

We encourage you to find SPARC*ri* layout and editorial assistance from the following personnel:

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

Please consult the *APA Publication Manual* and/or look up the following recommended references:

- 1) For help with grammar, punctuation or capitalization: www.grammarbook.com/english_rules.asp
- 2) For APA formatting and style guidelines: <http://owl.english.purdue.edu/owl/resource/560/01/>

Don't forget to thoroughly spell-check your document after each review!

Please make sure that:

- Your document text is in a font size of 10 or 12 points (we recommend Times New Roman and Arial fonts).
- Text that explains a graph must be in 10 or 12 points; however, text within the graphs may have a font size of 8 points or higher.

Category 6: Content	<u>Yes</u>	<u>No</u>
Content must have a clear and consistent voice.		
Format must be clear and consistent.		
There must be no more than two (2) typographical or grammatical errors in total.		
Fonts used for text and graphs must be the recommended fonts in the required sizes: <ul style="list-style-type: none"> • font size of the text must be in 10 or 12 points • graphs must have an 8-point or higher font size 		

SPARCri 2012 APPLICATION FORM

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

Deadline: MUST be received in our office by 5:00 pm on May 18, 2012.

Please note: faxed or emailed documents will not be accepted.

School District: _____

School Site: _____

School Level: ? Elementary ? Middle ? High ? Adult 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: _____ E-Mail: _____

City/State: _____ Zip Code: _____

Please enclose the following items on this checklist in your application packet:

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

Please note: Attachments will not be considered in the award judging.

Student Support Services Team: Certificated, Classified, and Volunteer Staff.

Please use additional sheets of paper as necessary.

Name	Position	Signature

Parent and Student Representatives' Approval:

This SPAR*Cri* 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 Parent Representative: _____

Signature of Student Representative: _____

Principal's Publication Approval:

This document has been approved as a public document. This SPAR*Cri* 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 SPAR*Cri* on the Rhode Island School Counselor Association 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 SPAR*Cri*.**

Signature of Principal: _____

Signature of Superintendent: _____

Mail or drop off your complete packet to:

RISCA
c/o WaytoGoRI
Rhode Island Higher Education Assistance Authority
560 Jefferson Blvd.
Suite 100
Warwick, RI 02886

