Recognized ASCA Model Program (RAMP) Scoring Rubric – Exemplary

To receive an exemplary score on each of the RAMP application sections, see requirements below. For a detailed RAMP rubric outlining all scoring levels, visit *www.schoolcounselor.org/RAMP.*

SECTION 1: VISION STATEMENT – 3 Points

The school counseling vision statement communicates what school counselors hope to see for students five to 15 years in the future. It aligns with the school and district vision statements (if available) and is informed by the school counseling program's beliefs.

The school counseling vision statement:
- Describes the future world where student outcomes are successfully achieved.
- States the best possible outcomes desired for all students that are five to 15 years away.
- Aligns with the school and district vision statement (if available*).

Include:
- The school counseling program's beliefs
- The school and/or district vision statements (if available*).

*If your school/district does not have a vision statement, indicate that in the narrative.

The narrative addresses:
- How the school counseling program's beliefs influenced the vision statement.
- How the vision statement was developed.
- How the vision statement drives the school counseling program.

See pages 23–24 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" and pages 13-17 in the "ASCA National Model Implementation Guide" for more information.

3 Points/Exemplary:
- 1-3.A The vision statement creates a clear picture of success for all students that fulfills all three of the below criteria to the highest extent.
  - 1-3.A1 Describes the future world where student outcomes are successfully achieved.
  - 1-3.A2 States the best possible outcomes desired for all students that are five to 15 years away.
  - 1-3.A3 Aligns with the school and district vision statement or the narrative explains why they are not included.

- 1-3.B The narrative includes a highly detailed explanation, including specific examples, of:
  - 1-3.B1 The process for developing the vision statement.
  - 1-3.B2 How the beliefs influenced the vision statement development.
  - 1-3.B3 How the vision statement drives the school counseling program

- 1-3.C Included are:
  - 1-3.C1 The school counseling program's beliefs
  - 1-3.C2 The school vision statement (if available)
  - 1-3.C3 The district vision statement (if available)

SECTION 2: MISSION STATEMENT – 3 Points

The school counseling mission statement provides direction for the school counseling program to reach its vision, creating one focus that ensures all students benefit in the implementation of the comprehensive school counseling program.

The school counseling mission statement:
- Describes the school counseling program's overarching focus or purpose.
- Aligns with the school's mission statement and may show linkages to district and state department of education mission statements.

- 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.

The narrative includes:
- A detailed summary of the process for developing the mission statement.
- An explanation of how the program addresses equity, access and success for every student.
- An explanation of how the program addresses the long-range results for every student.

See pages 24–25 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" and pages 18-23 in the "ASCA National Model Implementation Guide" for more information.

3 Points/Exemplary:
- 2-3.A The mission statement creates a clear focus for the school counseling program to reach the vision and fulfills all below criteria to the highest extent.

- 2-3.B Describes the school counseling program's overarching focus or purpose.
  - 2-3.B1 Aligns with the school's mission statement and may show linkages to district and state department of education mission statements.
  - 2-3.B2 Emphasizes equity, access and success for every student.

- 2-3.B3 Indicates the long-range results desired for all students.

- 2-3.C The narrative includes:
  - 2-3.C1 A highly detailed summary, which includes specific examples, of the process for developing the mission statement.
  - 2-3.C2 An explanation of how the program addresses equity, access and success for every student.
  - 2-3.C3 An explanation of how the program addresses the long-range results for every student.

- 2-3.D The school's mission statement is included (if available).

SECTION 3: SCHOOL COUNSELING PROGRAM GOALS – 6 Points

The school counseling program goals define how the vision and mission are accomplished. They contribute to the development of school counseling core curriculum, closing-the-gap and small-group plans and address specific student outcomes.

The program goals:
- Promote achievement, attendance and/or behavior. Program goals are based on school data. There does not have to be a goal for each of the domains (academic, career, social/emotional) nor for all outcomes (achievement, attendance and behavior).
- Are based on school outcome data (see pages 24-35 of the "ASCA National Model Implementation Guide").
- Address achievement, opportunity or attainment.
- Are written in SMART format: specific, measurable, attainable, results-oriented, time-bound.

Note: It's encouraged but not required that one goal address a gap. This goal could then drive Section 11.

The narrative addresses how the goals:
- Were developed.
- Are based on school outcome data (school data profiles, school improvement plans, data analysis reports).
- Address student inequalities: achievement, opportunities, attainment, school improvement goals or schoolwide issues identified through data.
- Align with the school counseling program's vision and mission.

Supporting documentation isn't required but may be submitted to clarify the goal selection and related data or validate the program's goal priorities. Supporting documentation may include one or more of the following:
- The school data profile (pages 24-35 of the "ASCA National Model Implementation Guide").
- Completed SMART goal template (one per goal).
- School improvement plan goals.
- Other school or district generated data.

See pages 25-28 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" and pages 36-56 of the "ASCA National Model Implementation Guide" for more information.

6 Points/Exemplary:
The school counseling program goals:
- 3.6.A Focus attention on a component of outcome data (achievement, attendance, behavior).

- 3-6.B Align with the school counseling program's vision and mission.

- 3-6.C Fulfill all criteria:
  - 3.6.C1 Address achievement, attendance and/or behavior.
  - 3.6.C2 Are based on school outcome data (school data profiles, school improvement plans, data analysis reports).
  - 3.6.C3 Are written in SMART format (including baseline and target data).

- 3-6.D Are unmistakably linked to the school's data and needs (supporting documentation encouraged but not required).

- 3-6.E Are excellent statements about desirable student outcomes toward which the program is willing to devote resources.

- 3-6.F Do not include extraneous information within the goal statement.

- 3-6.G Narrative includes highly detailed explanations, including specific examples, about:
  - 3-6.G1 The process for developing the goals.
  - 3-6.G2 How goals address student learning and/or student inequalities.
  - 3-6.G3 How goals are founded in data.
  - 3-6.G4 Why goals are important to the school.

SECTION 4: ASCA MINDSETS & BEHAVIORS FOR STUDENT SUCCESS – 4 Points

The "ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student" describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development.

They drive both the content and the student perception data assessments of the school counseling program interventions and activities. They appear in action plans and results report. The ASCA Mindsets & Behaviors planning tool is used to specify which ASCA Mindsets & Behaviors are used for each grade level and how they are operationalized through various delivery methods.

Required:
■ The ASCA Mindsets & Behaviors planning tool template found at *www.schoolcounselor.org/ RAMPtemplates*.
■ Indicates which ASCA Mindsets & Behaviors are addressed at which grade level.
■ Clearly indicates how each is addressed (core curriculum-CC, small group-SG, closing the gap-CTG).

The narrative addresses:
■ How the ASCA Mindsets & Behaviors were intentionally and carefully selected.

■ How they serve as the foundation for core curriculum, small groups, closing-the-gap.
■ How they are reviewed or revised each year.

For more information, visit *www.schoolcounselor.org/ mindsetsandbehaviors* or see pages 57-68 of the "ASCA National Model Implementation Guide."

4 Points/Exemplary:
■ 4-4.A The ASCA Mindsets & Behaviors planning tool:
  ● 4-4.A1 Clearly indicates which ASCA Mindsets & Behaviors are addressed at which grade level.
  ● 4-4.A2 Clearly indicates how each is addressed (core curriculum-CC, small group SG, closing the gap-CTG).

■ 4-4.B All grade levels have specific standards.

■ 4-4.C The narrative provides a highly detailed explanation, which includes specific examples, for how the ASCA Mindsets & Behaviors:
  ● 4-4.C1 Were intentionally and carefully selected.
  ● 4-4.C2 Serve as the foundation for core curriculum, small-group, closing-the-gap activities.
  ● 4-4.C3 Are reviewed or revised each year.

SECTION 5: ANNUAL AGREEMENT – 5 Points

Annual agreements outline the school counseling program's organization and focus. These agreements ensure formal discussion between the school counselor and administrator about the alignment of school counseling program goals with the goals of the school. The discussion enhances administration's understanding of a comprehensive school counseling program.

■ Include an annual agreement for each school counselor.
■ Must use the annual agreement template found at *www.schoolcounselor.org/RAMPtemplates*.
■ The annual agreement must be created and signed (original signatures) by the school counselor and supervising administrator within the first two months of the school year.
■ The percentages of use of time may vary with individual school counselor assignments but reflect the total percentage of time (80 percent) for direct and indirect services.

> **Example:**
> **8-6.C3a**
> 8 = RAMP Component
> 6 = Points
> C = One of key elements of component
> 3 = Detail about the key component
> a = Additional information needed for the key component

■ Reflects the school counseling program's mission and program goals.
■ Lists the school counselor's specific responsibilities within the school counseling program, such as student caseload and program components or activities.
■ Identifies areas for professional development for the school counselor (may be related to program or closing-the-gap goals).

The narrative addresses:
■ How the annual agreement was developed, and reflects the discussion with the administrator.
■ A rationale for the school counselor's use of time based on the school's data and a use-of-time assessment.
■ How the decision to distribute duties among the school counseling staff was made.

Supporting documentation may include one of more of the following:
■ Use-of-time assessments from the previous school year.
■ Charts/graphs of time usage.
■ Date(s) and minutes of school counseling department meetings (if more than one school counselor on site).
■ Date(s) and minutes of school counselor/administrator meetings.

See pages 46–47 and pages 64-65 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" and pages 78-88 of the "ASCA National Model Implementation Guide" for more information.

5 Points/Exemplary:

- 5-5.A The application includes an annual agreement for each school counselor using the ASCA template.

- 5-5.B The percentages may vary with individual assignments but reflect the total percentage of time (80 percent) for direct and indirect services. Strong rationale must be provided if use of time does not align with the 80/20 recommendation.

- 5-5.C Each annual agreement:
  - 5-5.C1 Was created and signed by the school counselor and supervising administrator within the first two months of the school year.
  - 5-5.C2 Identifies the school counseling program's mission statement and program goals.
  - 5-5.C3 Lists the school counselor's specific responsibilities within the school counseling program and scope of work.
  - 5-5.C4 Identifies areas for professional development for each school counselor.

- 5-5.D Strong supporting documentation is provided. May include one of more of the following:
  - 5-5.D1 Use-of-time assessments.
  - 5-5.D2 Charts/graphs of time usage.
  - 5-5.D3 Date(s) and minutes of school counseling department meetings (if more than one school counselor on site).
  - 5-5.D4 Date(s) and minutes of school counselor/ administrator meetings.

- 5-5.E The narrative provides a highly detailed explanation, which includes specific examples, about:
  - 5-5.E1 The formal discussion among members of the school counseling department (when more than one school counselor on site).
  - 5-5.E2 The formal discussion between the school counselor(s) and principal.
  - 5-5.E3 Compelling rationale of the school counselor's use of time in support of the program goals and the comprehensive school counseling program.
  - 5-5.E4 How the decision to distribute duties among the school counseling staff was made or how school counselor duties/responsibilities were determined (when single school counselor on site).

SECTION 6: ADVISORY COUNCIL – 5 Points

The advisory council is a representative group of stakeholders (e.g. parent, staff, community, administration, students, etc.) selected to review and provide input on the school counseling program.

Include:
- A list of the advisory council members and their stakeholder positions.
- The agendas from at least two meetings – one from fall semester and one from spring semester – that at minimum share program goals (fall) and results and implications (spring).
- Supporting documentation for the meetings (e.g. PowerPoint presentations, data handouts/charts/graphs, relevant letters or announcements, etc.).
- The minutes from the meetings for which agendas are provided.

The narrative addresses:
- How the advisory council:
  - Was developed.
  - Selected its members.
  - Guides and provides input to and feedback on the school counseling program's goals and activities.
- How the school counseling program incorporates the advisory council's feedback.

To receive a four or higher, the advisory council must be school-specific, solely focused on the school counseling program and not created for the purpose of applying for RAMP. If the advisory council is part of an existing school committee, then the score cannot be higher than three.

See pages 47–48 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" and pages 89-97 of the "ASCA National Model Implementation Guide" for more information.

5 Points/Exemplary:
- 6-5.A The school counseling advisory council:
  - 6-5.A1 Includes representatives from core stakeholder groups of parents, teachers, administrators, community members and may include students and school board members.
  - 6-5.A2 Is solely focused on the school counseling program.

- 6-5.B Highly detailed agendas and minutes from at least two meetings (one from the fall and one from the spring) are included.

- 6-5.C Quality supporting documentation (e.g. PowerPoint, Prezi, handouts, data charts/graphs, infographics, etc.) shared at the advisory council meetings is included.

- 6-5.D The minutes:
  - 6-5.D1 Provide evidence that the advisory council provided input on the school counseling program's goals and activities.
  - 6-5.D2 Provide evidence that the results and implications of the program goals and activities were presented to and discussed with the council.
  - 6-5.D3 Reflect a meaningful discussion.

- 6-5.E The narrative:
  - 6-5.E1 Provides a highly detailed explanation, which includes specific examples, of how the advisory council was developed.
  - 6-5.E2 Provides an explanation about how advisory council members were selected.
- 6-5.E3 Addresses how the advisory council provides input to and feedback on the school counseling program's goals and activities.
- 6-5.E4 Addresses how the school counseling program incorporates advisory council feedback.

SECTION 7: CALENDARS – 5 Points

School counselors develop, publish and share calendars of school counseling activities to inform students, families, teachers and administrators about the comprehensive school counseling program.

Include:
- The school counseling annual calendar for the most recently completed academic year, including the most important school counseling activities and events for the year for the entire school counseling program.
- Two weekly calendars for each school counselor – one from fall semester and one from spring semester. (School counselors within the department do not have to select the same weeks for submission but must choose one from fall and one from spring.)

The weekly calendars include:
- Dates and as much specific information as possible and include delivery method (core curriculum-CC, small group-SG, individual-I).
- Specific topic addressed (e.g. bullying, peer relationships, postsecondary preparation) – see pages 104 and 105 of the "ASCA National Model Implementation Guide."
- Calculated percentages of time for direct/indirect/program planning and school support on the weekly calendars. Percentages align with the annual agreements.

The narrative explains:
- How the annual and weekly calendars are developed.
  - Describe how priorities are identified.
  - Provide details about the collaborative conversations between school counselors, with administrators and other staff.
- How the annual and weekly calendars are shared with stakeholders.
- How the annual and weekly calendars are adjusted based on information or situations arising during the school year.

See pages 56–57 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" and pages 99-105 of the "ASCA National Model Implementation Guide" for more information.

5 Points/Exemplary:
- 7-5.A The annual calendar is highly detailed (includes specific examples with dates and times for major activities) and documents all activities, events and services within the comprehensive school counseling program. Activities demonstrate commitment to all students.

- 7-5.B Two weekly calendars for each school counselor – one from fall semester and one from spring semester – are included.

- 7-5.C The weekly calendars include:
  - 7-5.C1 Dates and highly detailed information.
    - 7-5.C1a Delivery method (core curriculum-CC, small group-SG, individual-I).
  - 7-5.C2 Specific topic addressed (e.g. bullying, peer relationships, postsecondary preparation).
  - 7-5.C3 Percentage of time for direct/indirect student services and program management/school support. Should align with the annual agreement. Strong rationale must be provided in the narrative if use of time in the calendars doesn't align with the annual agreements.

- 7-5.D The narrative:
  - 7-5.D1 Describes how the annual and weekly calendars are developed.
  - 7-5.D2 Describes how priorities are identified.
  - 7-5.D3 Provides details about the collaborative conversations between school counselors, with administrators and other staff.
  - 7-5.D4 Details how the annual and weekly calendars are shared with stakeholders.
  - 7-5.D5 Explains how the annual and weekly calendars are adjusted based on information or situations arising during the school year.

SECTION 8: SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN AND LESSON PLANS – 6 Points

The school counseling core curriculum action plan provides details about how the school counselors will deliver school counseling program lessons and activities to all students. The plan identifies process, perception and outcome data collection.

The action plan:

- The school counseling core curriculum action plan for the school counseling program must use the ASCA school counseling core curriculum action plan template found at *www.schoolcounselor.org/RAMPtemplates.*
- The plan includes all school counseling core curriculum lessons/activities for the school year.
  - School counseling core curriculum is school counseling program lessons/activities delivered to all students or large groups of students.
  - Not all lessons/activities will address the program goals.
  - School counseling core curriculum doesn't include small-group or closing-the-gap activities or parent presentations.
  - The data collection plan:
    - All lessons have process and perception data collection plans.
    - Most lessons have outcome data collection plans.

The lesson plans:

- Include three lesson plans from the school counseling core curriculum action plan.
- Must use the ASCA lesson plan template found at *http://www.schoolcounselor.org/school-counselors-members/ramp/ramp-application-templates.*
- The three lessons must include the plan for collecting process, perception and outcome data.
- Must include the survey or instrument used to collect perception data for the three lessons.
- The three lessons may be from a unit or may be standalone lessons.

Note: Section 9 requires the results reports for these three lessons.

The narrative:

- Addresses the rationale for the design of the school counseling core curriculum plan.
- May include:
  - Developmental needs
  - Needs identified through data
  - ASCA Mindsets & Behaviors
  - Goals
  - Domains (academic, career, social/emotional)
- Explains any exceptions or unusual circumstances that impede or affect delivery of the core curriculum to all students.

See pages 53–56, pages 69, 72 and 85 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" and pages 67 and 117-132 of the "ASCA National Model Implementation Guide" for more information.

6 Points/Exemplary:

- 8-6.A The school counseling core curriculum action plan:
  - 8-6.A1 Includes all school counseling core curriculum lessons/activities for the school year.
  - 8-6.A2 Includes the data collection plan:
    - 8-6.A2a All lessons/activities have process and perception data collection plans.
    - 8-6.A2b All or almost all lessons/activities have outcome data collection plans.
  - 8-6.A3 Lessons in the plan address a variety of topics. Considers the school's unique needs based on:
    - 8-6.A3a Data
    - 8-6.A3b Developmental needs
    - 8-6.A3c ASCA Mindsets & Behaviors
    - 8-6.A3d Domains

- 8-6.B The three lesson plans:
  - 8-6.B1 Identify one to three ASCA Mindsets & Behaviors that drive the content.
  - 8-6.B2 Include a variety of teaching strategies (e.g. discussion, partner work, use of technology, role play, bibliocounseling, etc.).
  - 8-6.B3 Include a highly detailed plan for evaluation of:
    - 8-6.B3a Process data (number of students, number of lessons, length of lessons).
    - 8-6.B3b Perception data (changes in student attitudes, knowledge and skills.
    - 8-6.B3c Outcome data (changes in achievement, attendance and behavior).
  - 8-6.B4 Include any survey or instrument used to collect perception data for the three highlighted lessons.
  - 8-6.B5 Shared lessons are part of the core curriculum, which address all students. Strong rationale must be provided in the narrative if any student groups or grade levels are excluded.

- 8-6.C The narrative provides a highly detailed rationale, which includes specific examples, and explanation about how the school counseling core curriculum action plan:
  - 8-6.C1 Links to the school counseling program vision, mission and goals.
  - 8-6.C2 Is developed.
  - 8-6.C3 May include:
    - 8-6.C3a Developmental needs
    - 8-6.C3b Needs identified through data
    - 8-6.C3c ASCA Mindsets & Behaviors
    - 8-6.C3d Goals
    - 8-6.C3e Domains (academic, career, social/emotional)
  - 8-6.C4 Delivery is impeded or affected by any exceptions or unusual circumstances.
  - 8-6.C5 Will be delivered (e.g. collaborative delivery, teachers as advisors).

SECTION 9: SCHOOL COUNSELING CORE CURRICULUM RESULTS REPORT – 6 points

The analysis of the school counseling curriculum results report demonstrates the effectiveness of the program and classroom activities and informs program improvement. The school counseling core curriculum results report analyzes the three lessons highlighted in Section 8.

- Use the template found at *www.schoolcounselor.org/RAMPtemplates* to organize the results for the three lessons and as a guide.
- Must insert the school counseling core curriculum results report information into the appropriate section in the online application for each lesson plan.
- Upload a chart or graph summarizing the perception data collected.
- Implications explain how data results will help:
  - Deliver lessons more effectively (considering content, strategies, time).
  - Collect data more accurately (asking better questions based on quality content).
  - Target ASCA Mindsets & Behaviors.
  - Make decisions about which lessons to continue, add or discontinue.

The narrative:
- Explains how the data results will help:
  - Deliver lessons more effectively (considering content, strategies, time)
  - Collect data more accurately (asking better questions based on quality content).
  - Target ASCA Mindsets & Behaviors.
  - Make decisions about which lessons to continue, adjust or discontinue.

See pages 101-103 and page 114 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" and pages 157-163 of the "ASCA National Model Implementation Guide" for more information.

6 Points/Exemplary:
The school counseling core curriculum results report analyzes the three lessons highlighted in Section 8.

- 9-6.A The school counseling core curriculum results report summarizes three classroom lessons.
- 9-6.B Process, perception and outcome data are included for the three lesson plans.
  - 9-6.B1 Process: includes how many students out of the original target group participated.
  - 9-6.B2 Perception: driven by selected ASCA Mindsets & Behavior and measuring attitudes, knowledge and skills acquired; with pre- and post-scores provided.
  - 9-6.B3 Outcome: linked to achievement, attendance and/or behavior; with pre- and post-scores provided.
- 9-6.C A quality graph or chart is included that:
  - 9-6.C1 Is clearly understood.
  - 9-6.C2 Summarizes the perception data collected.
  - 9-6.C3 Clearly conveys lesson impact on students.
- 9-6.D Implications explain how data results will help:
  - 9-6.D1 Deliver lessons more effectively (considering content, strategies, time).
  - 9-6.D2 Collect data more accurately (asking better questions based on quality content).
  - 9-6.D3 Target ASCA Mindsets & Behaviors.
  - 9-6.D4 Make decisions about which lessons to continue, add or discontinue.

- 9-6.E The narrative provides a highly detailed explanation, including specific examples:
  - 9-6.E1 Of the effectiveness of the lessons with specific reference to process, perception and outcome data collected.
  - 9-6.E2 How the results will inform future school counseling activities with compelling rationale for any recommendations/suggestions/decisions.
    - 9-6.E2a Ideas for improvement of delivery, content, timing, etc. may be included.
    - 9-6.E2b Commentary on continuation (or not) of content.

SECTION 10. SMALL-GROUP RESPONSIVE SERVICES – 6 Points

Small-group activities typically involve four or more sessions designed to meet specific prevention or intervention goals.

The small-group action plan:
- Must use the ASCA small-group action plan template found at *www.schoolcounselor.org/RAMPtemplates*.
- The plan includes all small groups for the school year.
- May be prevention-, intervention-, crisis- or gap-related.
- Groups may or may not address the program goals.
- The data collection plan:
  - All groups have process and perception data collection plans.
  - Most groups have outcome data collection plans.

Lesson plans for one small group:
- Must use the ASCA lesson plan template found at *www.schoolcounselor.org/RAMPtemplates*.
- The group must have met for a minimum of four sessions.
- The lessons must include a plan for collecting process, perception and outcome data.
  - Data plan is for the entire group rather than individual lessons.
  - The data plan is the same on all lessons.
- Must include the survey/instrument used to collect perception data for the group.

Results report:
- Use the small-group results report template found at *www.schoolcounselor.org/RAMPtemplates* as a guide.
- Must insert the small-group results report information into the appropriate sections in the online application.
- Include detailed lesson plans for one group that met at least four times. Use the ASCA lesson plan template found at *www.schoolcounselor.org/RAMPtemplates*.
- Upload a chart or graph summarizing the perception data collected.

Narrative addresses:
- The small-group action plan:
  - Why the group topics on the action plan are selected.
  - How the participants for groups on the action plan are selected.
- The results report:
  - Explains how the data results will help:
    - deliver groups more effectively (considering content, strategies, time).
    - Collect data more accurately (asking better questions based on quality content).
    - Target ASCA Mindsets & Behaviors.
    - Make decisions about which lessons to continue, add or discontinue.

See pages 54-56 and pages 70, 72 and 115 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" and pages 157-160 and 164-166 of the "ASCA National Model Implementation Guide" for more information

6 Points/Exemplary:
- 10-6.A The small-group action plan:
  - 10-6.A1 Includes all small groups for the school year.
  - 10-6.A2 Includes the data collection plan:
    - 10-6.A2a All groups have process and perception data collection plans.
    - 10-6.A2b Most groups have outcome data collection plans.
  - 10-6.A3 Groups reflect the unique needs of the school based on:
    - 10-6.A3a Data and/or school improvement goals
    - 10-6.A3b Developmental needs
    - 10-6.A3c ASCA Mindsets & Behaviors

- 10-6.B The lesson plans for one small group:
  - 10-6.B1 Identify one to three ASCA Mindsets & Behaviors that drive the content.
  - 10-6.B2 Include a highly detailed plan for evaluation of:
    - 10-6.B2a Process data (number of students, number of lessons, length of lessons).
    - 10-6.B2b Perception data (changes in student attitudes, knowledge and skills), reflects selected ASCA Mindsets & Behaviors).
    - 10-6.B2c Outcome data (changes in achievement, attendance and behavior).
  - 10-6.B3 Include any survey or instrument used to collect perception data for the highlighted group.

- 10-6.C The small-group results report:
  - 10-6.C1 Summarizes the group for which lessons plans were submitted.
  - 10-6.C2 Process, perception and outcome data are included.
    - 10-6.C2a Process: includes how many students, number of sessions, length of sessions.
    - 10-6.C2b Perception: driven by selected ASCA Mindsets & Behaviors and measuring attitudes, knowledge and skills acquired; with pre- and post-scores provided.
    - 10-6.C2c Outcome: linked to achievement, attendance and/or behavior; with pre- and post-scores provided.
  - 10-6.C3 A quality graph or chart is included that:
    - 10-6.C3a Is clear – includes title and labels the axes.
    - 10-6.C3b Summarizes the perception data collected.
    - 10-6.C3c Clearly conveys lesson impact on students.
  - 10-6.C4 Implications explain how data results will help:
    - 10-6.C4a Deliver groups more effectively (considering content, strategies, time).
    - 10-6.C4b Collect data more accurately (asking better questions based on quality content).
    - 10-6.C4c Target ASCA Mindsets & Behaviors.
    - 10-6.C4d Make decisions about which groups to continue, add or discontinue.

- 10-6.D The narrative
  - 10-6.D1 Provides a highly detailed rationale and explanation, including specific examples, about:
    - 10-6.D1a How the action plan reflects the school's unique needs based on:
      - Data and/or school improvement goals
      - Developmental needs
      - ASCA Mindsets & Behaviors
    - 10-6.D1b How the lesson plan:
      - Content is driven by the selected ASCA Mindsets & Behaviors.
      - Perception data assessment links to ASCA Mindsets & Behaviors.
    - 10-6.D1c How the results report informs future school counseling activities with:
      - Cogent rationale for recommendations.
      - Ideas for delivery improvement (e.g. content, timing, etc.).
      - Commentary on continuation (or not) of the group.

SECTION 11: CLOSING-THE-GAP RESULTS REPORT – 6 Points

Closing-the-gap activities are multitiered, data-driven and address academic, behavioral or attendance discrepancies existing between student groups.

- Use the closing-the-gap results report template found at *www.schoolcounselor.org/RAMPtemplates* as a guide.
- Must insert the closing-the-gap results report information into the appropriate sections in the online application.
- Upload a summary of the perception data collected in a graph or chart format.

The narrative addresses:
- How the gap was defined through data (e.g. school data profile, school improvement plan/goals, disaggregated data reports, etc.).
- Why the activities or interventions were chosen (e.g. best practice, action research, evidence based, research informed).
- Explains how the data results will help:
  - Deliver intervention/activities more effectively (considering content, strategies, time).
  - Collect data more accurately (asking better questions based on quality content).
  - Target ASCA Mindsets & Behaviors
  - Make decisions about which intervention/activities to continue, add or discontinue.

See pages 104 and 116 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" and pages 157-160 and 167-170 of the "ASCA National Model Implementation Guide" for more information.

6 Points/Exemplary:
- 11-6.A The closing-the-gap results report identifies:
  - 11-6.A1 Academic, behavioral or attendance discrepancies.
  - 11-6.A2 ASCA Mindsets & Behaviors.
  - 11-6.A3 Three or more multitiered interventions/activities.

- 11-6.A4 Exemplary process, perception and outcome data are included.
  - 11-6.A4a Process: includes how many participants, delivery methods (e.g. workshop, small group, professional development, etc.).
  - 11-6.A4b Perception: driven by selected ASCA Mindsets & Behavior standards and measuring attitudes, knowledge and skills acquired; with pre- and post scores provided.
  - 11-6.A4c Outcome: linked to achievement, attendance and/or behavior; with pre- and post-scores provided.
- 11-6.B A quality graph or chart is included that
  - 11-6.B1 Is clear – includes title and labels the axes.
  - 11-6.B2 Summarizes the perception data collected.
  - 11-6.B3 Clearly conveys impact on students.
- 11-6.C Implications explain how data results will help:
  - 11-6.C1 Deliver interventions/activities more effectively (considering content, strategies, time).
  - 11-6.C2 Collect data more accurately (asking better questions based on quality content).
  - 11-6.C3 Target ASCA Mindsets & Behaviors.
  - 11-6.C4 Make decisions about which interventions/activities to continue, add or discontinue.
- 11-6.D The narrative provides a highly detailed rationale and explanation, which includes specific examples, about:
  - 11-6.D1 How the gap was defined through data (e.g. school data profile, school improvement plan/goals, disaggregated data reports, etc.).
  - 11-6.D2 Why the interventions/activities were chosen (e.g. best practice, action research, evidence based, research informed).
  - 11-6.D3 How the data results will help
    - 11-6.D3a Deliver intervention/activities more effectively (considering content, strategies, time).
    - 11-6.D3b Collect data more accurately (asking better questions based on quality content).
    - 11-6.D3c Target ASCA Mindsets & Behaviors
    - 11-6.D3d Make decisions about which intervention/activities to continue, add or discontinue.

SECTION 12: PROGRAM EVALUATION REFLECTION – 5 Points

Through application of leadership, advocacy and collaboration skills, school counselors promote student achievement and systemic change ensuring equity and access to rigorous education for every student leading to closing achievement, opportunity and attainment gaps.

Respond to this question:
How does your school's comprehensive school counseling program use leadership, advocacy and collaboration to create systemic change for students' benefit? Cite specific examples for each that occurred as the school counseling program was implemented.
- Responses may be written or in a video or audio format.
- The four elements should be apparent in the response.

- A written response must be within 500–1,500 words.
- A video or audio file must be within three–five minutes.

See pages 1-10 of "The ASCA National Model: A Framework for School Counseling Program (third edition)" and pages 172-173 of the "ASCA National Model Implementation Guide" for more information.

Narrative: A narrative is not required for this section.

5 Points/Exemplary:
- 12-5.A The reflection:
  - 12-5.A1 Is highly detailed, well-articulated and clearly organized.

- 12-5.A2 Includes highly detailed examples about how the school counseling program provides exemplary:
  - ▶ 12-5.A2a Leadership resulting in systemic change.
  - ▶ 12-5.A2b Advocacy resulting in systemic change.
  - ▶ 12-5.A2c Collaboration resulting in systemic change.

- 12-5.B Summarizes the systemic changes (cited above) affecting student achievement, attendance and/or behavior.