



Level Up by RAMPing Up

Tips & Tricks from a RAMP Reviewer



LEVEL UP!



Becky Lins

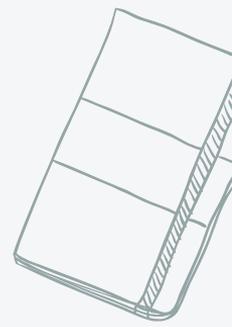
School Counselor & School Counselor Educator

RAMP Recipient and Reviewer

Iowa School Counselor of the Year

Peet Junior High School | Cedar Falls, Iowa

rebecca.lins@cfschools.org



Overview & Objectives

Session Overview

Are you looking for ways to take your school counseling program and professional learning to the next level? Working towards a Recognized ASCA Model Program (RAMP) is a complete game changer for any School Counseling Program! Whether you are familiar with ASCA's 4th edition or just learning about the National Model, you can learn what RAMP Reviewers are trained to look for as they score RAMP applications. Leave with tips and tricks for how to successfully navigate the application process and showcase your exemplary work and positive impact as a School Counselor!

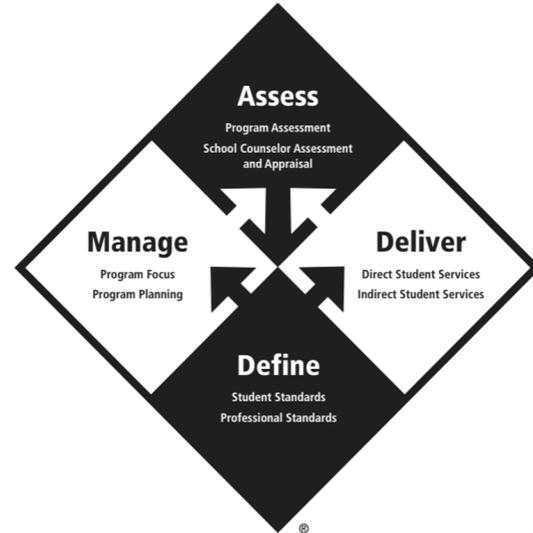
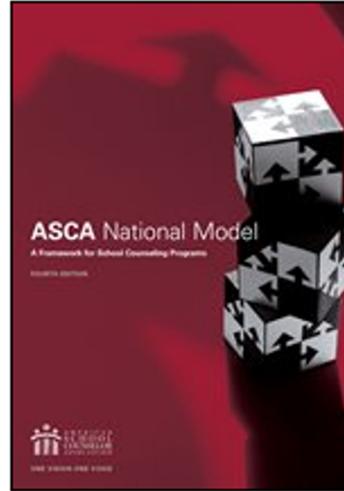
Session Objectives

- Participants will understand how to write strategic reflections (narratives).
- Participants will learn about general application pitfalls that they can avoid.
- Participants will consider how to utilize current staff to put their data story together.
- Participants will examine 4th edition templates that will guide their application process.

Fist



How familiar are you with the ASCA National Model, 4th Edition Framework?



Not at all familiar



Very familiar

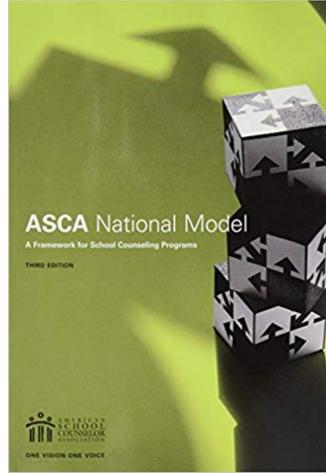
Fist



e



How familiar are you with RAMP?



Not at all familiar



Very familiar



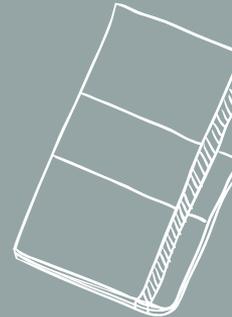
National Model

- Comprehensive Developmental Counseling Program
- Total Program
- Continual, On-Going



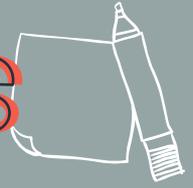
RAMP

- An Award –snap shot of the program
- Exemplary Samples
- Due in October





Strategic Reflections



Account for each bullet on the rubric

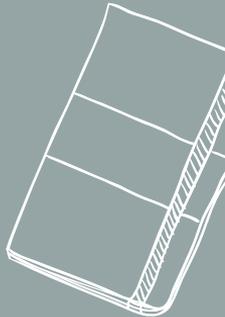
Be concise and clear when answering questions

Highly detailed = Examples

Provide a rationale & explanation for the information submitted

Provide an understanding of the process

Explain any exceptions



1. VISION AND MISSION STATEMENTS – 6 points

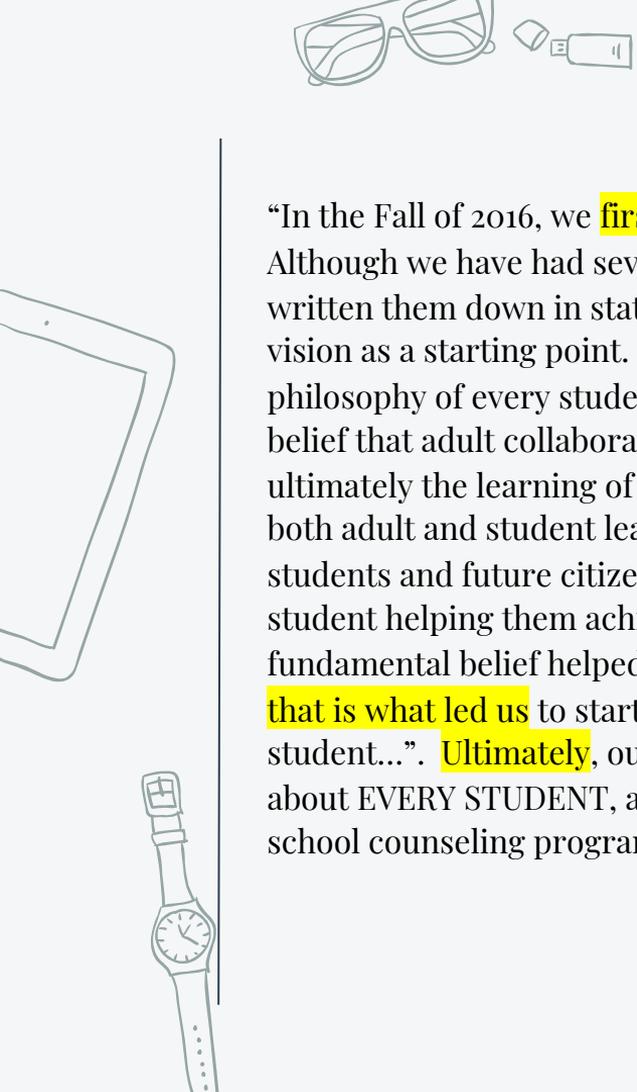
Scoring notes:

- Must the vision statement be written in present tense? No
- Both V and M require the upload of school and/or district V&M statements **OR** a statement explaining why they are not provided.

Rubric	0 or 1	Feedback/Notes
1.A School Counseling Vision Statement (earn 1 point if descriptor met) <input type="checkbox"/> 1.A1 Describes the future world (five–15 years in the future) where best possible student outcomes are achieved		
1.B Vision Statement Required Documentation (earn 1 point if descriptors met) <input type="checkbox"/> 1.B1 Includes school vision statement or a statement explaining why it isn't provided <input type="checkbox"/> 1.B2 Aligns with school vision statement or includes an explanation regarding the lack of alignment		
1.C School Counseling Mission Statement (earn 1 point if descriptors met) <input type="checkbox"/> 1.C1 Describes school counseling program's overarching focus or purpose as described in the ASCA National Model <input type="checkbox"/> 1.C2 Emphasizes equity, access and success for every student <input type="checkbox"/> 1.C3 Emphasizes long-range results for every student		
1.D Mission Statement Required Documentation (earn 1 point if descriptors met) <input type="checkbox"/> 1.D1 Includes school mission statement or a statement explaining why it isn't provided <input type="checkbox"/> 1.D2 Aligns with school mission statement or includes an explanation regarding the lack of alignment		
1.E Vision Reflection (earn 1 point if descriptors met). Reflect on the following (maximum 250 words per item): <input type="checkbox"/> 1.E1 How the school counseling vision statement was developed <input type="checkbox"/> 1.E2 How the vision statement was influenced by the mindsets standards from the ASCA School Counselor Professional Standards & Competencies <input type="checkbox"/> 1.E3 How the vision statement is communicated to administrators, teachers and stakeholders		
1.F Mission Reflection (earn 1 point if descriptors met). Reflect on the following (maximum 250 words per item): <input type="checkbox"/> 1.F1 How the mission statement was developed <input type="checkbox"/> 1.F2 How the school counseling program addresses equity, access and success for every student <input type="checkbox"/> 1.F3 How the school counseling program addresses the long-range results for every student <input type="checkbox"/> 1.F4 How the mission statement is communicated to administrators, teachers and stakeholders		

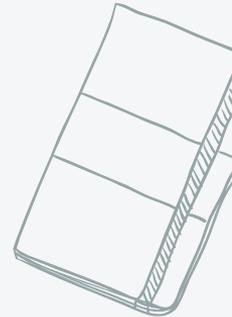
Account for each bullet





“In the Fall of 2016, we **first** began brainstorming what we believe. Although we have had several discussions about our beliefs, we had never written them down in statement form. **Next**, we looked to our district’s vision as a starting point. One thing that is core to our district is the philosophy of every student, every day. Our district vision is based on the belief that adult collaboration promotes teacher effectiveness and ultimately the learning of our students. Striving for excellence encourages both adult and student learning. We value developing well-rounded students and future citizens and we truly believe we work for EVERY student helping them achieve at their highest individual level. This fundamental belief helped catapult our other beliefs as school counselors, **that is what led us** to start almost all of our belief statements with “every student...”. **Ultimately**, our belief statements encompassed what we believe about EVERY STUDENT, about ourselves as counselors and about Peet’s school counseling program.”

Provide an understanding of the process



Explain any exceptions

“At this time, we do not have a building vision statement, however, we wanted our counseling vision statement to support and include our district vision. We feel that while our district vision centers on academics, learning, rigorous education, and an ever-changing world, we encompassed that along with our focus on social/emotional learning and how that evolves in students as they become adults.”

1.B Vision Statement Required Documentation (earn 1 point if descriptors met)

- 1.B1 Includes school vision statement or a statement explaining why it isn't provided
- 1.B2 Aligns with school vision statement or includes an explanation regarding the lack of alignment

1.C School Counseling Mission Statement (earn 1 point if descriptors met)

- 1.C1 Describes school counseling program's overarching focus or purpose as described in the ASCA National Model
- 1.C2 Emphasizes equity, access and success for every student
- 1.C3 Emphasizes long-range results for every student

1.D Mission Statement Required Documentation (earn 1 point if descriptors met)

- 1.D1 Includes school mission statement or a statement explaining why it isn't provided
- 1.D2 Aligns with school mission statement or includes an explanation regarding the lack of alignment

General Pitfalls

Dates don't match on calendars, advisory council, etc.

Annual Student Outcome Goals are not written in

SMART goal format

Student Information not hidden

Required Documentation is not all included

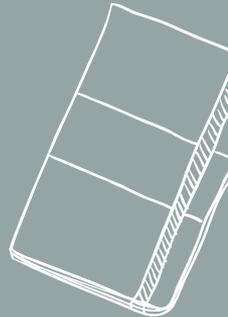
Unexplained Acronyms

Extraneous Information

Justification vs. Rationale

Top 5

Use ASCA templates - they guide the right work
Follow the Rubric & write to each bullet
Use Implementation Guide
Examples, Examples, Examples
Pace Yourself and get to know each component



1. Use ASCA Templates

Use the 2022 templates!



AMERICAN SCHOOL COUNSELOR ASSOCIATION
Annual Administrative Conference

School Counselor _____ School Year _____

After completing the school data summary, I have identified the following data priorities:

Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

Annual Student Outcome Goals	
1	
2	

School Counselor Use of Time
 A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.

Use of Time from Previous School Year				
Based on two use-of-time 5-day calculators from previous school year (attached)				
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties	
%	%		%	%
Use-of-Time Plan for Current School Year				
Indicate your planned time allocations for this school year				
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties	
%	%		%	%

AMERICAN SCHOOL COUNSELOR ASSOCIATION
Annual Calendar Template

School: _____ Academic Year: _____

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Month	Delivering		Program Planning and School Support (Defining, Managing, Assessing, Fair-Share Responsibilities)
	Direct Student Services Activities (Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, individual academic support events, etc.)	Indirect Student Services Activities (Significant collaborations, leadership and advocacy activities)	
Ongoing Services			
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

AMERICAN SCHOOL COUNSELOR ASSOCIATION
Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The Classroom and Group Mindsets & Behaviors action plan provides an overview of the delivery of direct services through the ASCA Classroom and Group Mindsets & Behaviors action plan. This plan presents the topics addressed within the annual calendar presents the schedule of all classroom and group activities.

Complete classroom and group Mindsets & Behaviors action plans, identify an ASCA Student Standard addressed through classroom and group activities. Although some activities address multiple standards, list the activity with the primary student outcome addressed by the activity. It is not necessary to repeat activities with all standards addressed through this activity.

School Name	Site Contact	Most Recent Revision Date			
Mindsets			Activity/Focus or Purpose	Participants	Class/TA/ SA
M1.1	Brief in development of whole self including healthy balance of mental, social, emotional and physical well-being				
M1.2	Sense of effectiveness, respect, support and inclusion for self and others in the school environment				
M1.3	Positive attitude toward work and learning				
M1.4	Self-confidence/ability to succeed				
M1.5	Belief in using abilities to their fullest to achieve high-quality results and outcomes				
M1.6	Understanding that active, on-going education and life-long learning are necessary for long-term success				
Behaviors			Activity/Focus or Purpose	Participants	Class/TA/ SA
B1.1	Control strong emotions to make informed decisions				
B1.2	Oversee approach to learning, tasks and problem solving				
B1.3	Time management, organization and task skills				
B1.4	Self-motivation and self-direction to learning				
B1.5	Media and technology skills to enhance learning				
B1.6	High-quality standards for tasks and activities				
B1.7	Engage and challenge coursework				
B1.8	Decision-making including gathering evidence, getting others' perspectives and recognizing personal bias				
B1.9	Participation in enrichment and extracurricular activities				
B1.10	Responsibility for self and others				
B1.11	Self-discipline and self-control				
B1.12	Independent work				
B1.13	Consistent preparation for long-term rewards				
B1.14	Preparation to achieve long- and short-term goals				
B1.15	Ability to identify and overcome barriers				
B1.16	Effective coping skills				
B1.17	Balance of school, home and community activities				
B1.18	Personal safety skills				
B1.19	Ability to manage transitions and adapt to change				
B1.20	Effective oral and written communication skills and listening skills				
B1.21	Positive, respectful and supportive relationships with adults, students, similar and diverse team roles				
B1.22	Positive relationships with adults that support success				
B1.23	Effective decision-making and social responsibility				
B1.24	Effective collaboration and cooperation skills				
B1.25	Leadership and teamwork skills to work effectively in diverse groups				

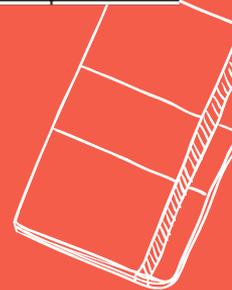
1. Use ASCA Templates

Use the 2022 templates!

6. CALENDARS (ANNUAL AND WEEKLY) – 5 points		
Scoring notes: <ul style="list-style-type: none"> No changes in rubric/submission process Annual calendar <ul style="list-style-type: none"> Events include topics, dates, and, <i>if appropriate, time</i> Weekly calendar <ul style="list-style-type: none"> Entry details defined (<i>audience, topic, delivery type, start/stop time</i>) Spring weekly calendar may be prior to school closings (Jan., Feb. March) Spring calendar may be from time after school closings if providing virtual learning 		
Rubric	0 or 1	Feedback/Notes
6.A Annual Calendar (earn 1 point if descriptor met) <input type="checkbox"/> 6.A1 Annual calendar template used		
6.B Annual Calendar (earn 1 point if descriptor met) <input type="checkbox"/> 6.B1 All activities from classroom and group M & B action plan, closing-the-gap action plan and school counseling program even listed on the annual calendar with topics, dates and, if appropriate		
6.C Weekly Calendars (earn 1 point if descriptors met) <input type="checkbox"/> 6.C1 Two weeks (spring and fall) for each school counselor included <input type="checkbox"/> 6.C2 Each entry detailed with intended audience, topic, delivery (direct, indirect, program planning and school support, and non-counseling tasks) and start/stop time		
6.D Weekly Calendars (earn 1 point if descriptors met) <input type="checkbox"/> 6.D1 Each calendar calculates time spent in the following four areas: direct student services, indirect student services, program planning and school support, and non-school-counseling tasks <input type="checkbox"/> 6.D2 Actual percentages on weekly calendars approximate use-of-time plan for current school year on corresponding annual administrative conference template or rationale for lack of approximation <input type="checkbox"/> 6.D3 The classification of calendar activities aligns with the ASCA National Model definitions of direct and indirect student services, program planning and school support, and non-school-counseling tasks		
6.E Reflection (earn 1 point if descriptors met), Reflect on the following (maximum 250 words per item): <input type="checkbox"/> 6.E1 How the annual and weekly calendars were developed <input type="checkbox"/> 6.E2 How the annual and weekly calendars were shared with administrators, teachers and other stakeholders <input type="checkbox"/> 6.E3 How the annual and weekly calendars were adjusted based on situations arising during the school year		



Rubric	0 or 1
6.A Annual Calendar (earn 1 point if descriptor met) <input type="checkbox"/> 6.A1 Annual calendar template used	



1. VISION AND MISSION STATEMENTS – 6 points

Upload:

- School counseling vision statement
- School counseling mission statement
- School and district vision and/or mission statements if available

1.A School Counseling Vision Statement

(earn 1 point if descriptor met)

- 1.A1 Describes the future world (five–15 years in the future) where best-possible student outcomes are achieved
- 1.A2 Includes school and/or district vision statement or a statement explaining why it isn't provided
- 1.A3 Aligns with school and/or district vision statement or includes an explanation regarding the lack of alignment

1.B Vision Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 1.B Give three or more examples of how the vision statement was influenced by the seven mindset standards from the ASCA School Counselor Professional Standards & Competencies

1.C School Counseling Mission Statement

(earn 1 point if descriptors met)

- 1.C1 Describes school counseling program's overarching focus or purpose as described in the ASCA National Model
- 1.C2 Includes school and/or district mission statement or a statement explaining why it isn't provided
- 1.C3 Aligns with school and/or district mission statement or includes an explanation regarding the lack of alignment

1.D School Counseling Mission Statement

(earn 1 point if descriptor met)

- 1.D1 Emphasizes equity, access and success for every student
- 1.D2 Emphasizes long-range results for every student

1.E Mission Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250):

- 1.E Give two or more examples of how the school counseling program addresses equity and access for every student

1.F General Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

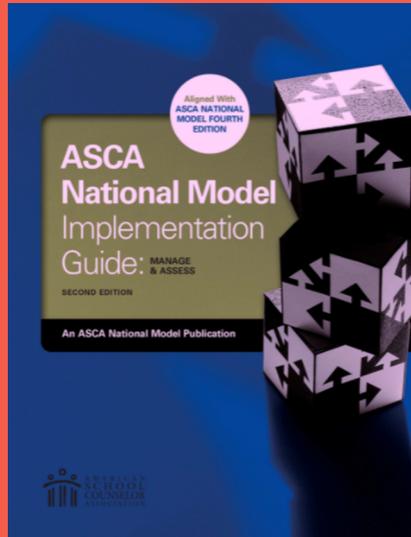
- 1.F Give three examples of how the vision and mission statements are communicated to stakeholders

2.

Follow the Rubric!

Write to each bullet

3. Use Implementation Guide



This guide provides further insight about implementing a comprehensive SC program. It helps you apply your knowledge of the ASCA National Model in ways that can enhance the work you already do!



4. Examples, Examples, Examples!

<p>3.C Classroom and Group M & B Action Plan (earn 1 point if descriptor met)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.C1 Small groups available for students with identified needs
<p>3.D Classroom and Group M & B Action Plan (earn 1 point if descriptor met)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.D1 Identified activities promote attainment of selected ASCA M & B
<p>3.E Reflection (earn 1 point if descriptors met). Reflect on the following (maximum 250 words per item):</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.E1 How the selected ASCA M & B align with student data <input type="checkbox"/> 3.E2 How the targeted ASCA M & B were prioritized to ensure access for all

“Often groups are organized as a direct response to referrals for interventions from teachers, administration, and parents. **For example,** our New Student Ambassador’s group was inspired by our principal’s request to make new students who arrive mid-year feel welcome, and our HILT reunification group was established after several students reported trauma from crossing the border into the United states. Other groups, such as the group sessions discussed in our results report, are directly related to achieving our program goals.”



5. Pace Yourself and get to know each component!

Monthly Checklist

 AMERICAN SCHOOL COUNSELOR ASSOCIATION		One-Year ASCA National Model Implementation Plan		
Use the following as a guide to implementing the ASCA National Model in a school year				
Month	Component	Person Responsible	Description	Done
July, August or September	School Data Summary		1. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement,	
			2. Review, disaggregate and interpret student achievement, attendance and discipline data to identify	
July, August or September	Annual Student Outcome Goal Plan		1. Goal(s) address achievement, attendance, and/or discipline	
			2. Based on school data and focus attention on issues related to a gap in achievement, attendance or discipline	
			3. Align with school improvement plan goal(s) or may address subsets of students identified in the school improvement plan goal(s)	
			4. Annual Student Outcome Goal Plan template is completed (per goal) to identify supplemental data, Mindsets & Behaviors, learning	

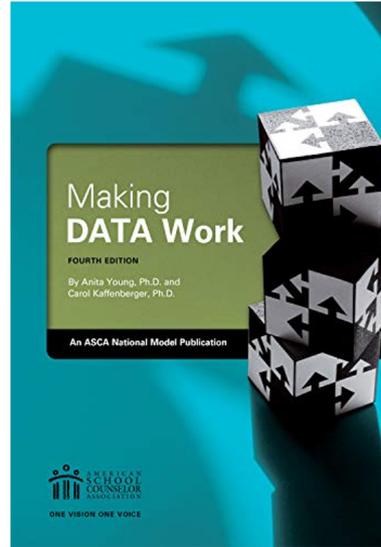
The 10 Components

1. Vision and Mission Statements, 6 points
2. Annual Student Outcome Goals, 7 points
3. Classroom and Group Mindsets & Behaviors Action Plan, 5 points
4. Annual Administrative Conference, 5 points
5. Advisory Council, 6 points
6. Calendars (Annual and Weekly), 3 points
7. Lesson Plans (Classroom and Group), 5 points
8. Classroom Instruction Results Report, 7 points
9. Small-Group Results Report, 7 points
10. Closing-the-Gap Action Plan/Results Report, 9 points

Fist



How comfortable are you with collecting Participation/Mindsets & Behaviors and Outcome Data?



Not comfortable



Very comfortable

Get Your Data Together

Who already knows where the data is?

Grow your village

**Don't be an expert in everything. Find the expert
and add them to your village.**

Collaborate with your building team.

Data Collection Plan

Participant Data:

Participant data answer the question, “What did you do for whom?”

- * Number of students
- * Number of sessions; length of sessions
- * How/when delivered

Mindsets & Behaviors Data:

M & B data answer the question, “What do people think they know, believe or can do?”

- * Measure before and after the intervention/activity
- * Measure attitudes
- * Measure skills
- * Measure knowledge

Application: Guess from my pre/post test example what I hoped to measure (attitude, knowledge, skills)

Outcome Data: Identify what academic, attendance or disciplinary data the lesson is designed to affect. Although it is unlikely one lesson will have a strong impact on outcome data, a full curriculum or series of lessons on a topic may have a more significant impact. Outcome data show the impact of an activity or program and answer the question, “So what?”

These data are collected from multiple sources such as promotion rates, attendance rates, # of discipline referrals, GPA's, graduation rates, etc.

Data Collection Plan

1. Participation Data
2. Mindset & Behavior Data

Attitude/Belief

Skill

Knowledge

1. Outcome Data

A. Attendance

B. Achievement

C. Discipline

Application Process

Review the basics of RAMP

1

Understand the scoring

3

Upload the signature page

5

Understand the overall requirements for each component (section) and download the 4th Ed. templates

2

Complete the online application

4

Pay online & Review the online submission

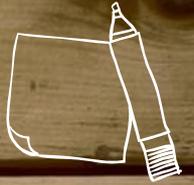
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Reviewers are FOR YOU, not against
you!

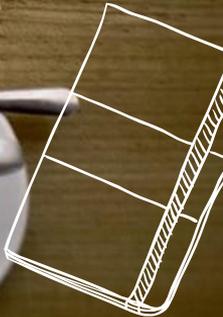
Review 3rd edition

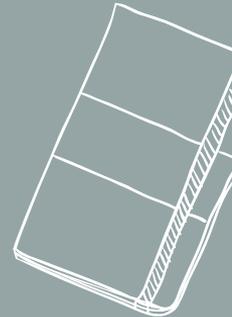
Exemplary RAMP Applications



TO FIND THESE RESOURCES,
VISIT

[WWW.SCHOOLCOUNSELOR.ORG/RECOGNITION/
RAMP](http://WWW.SCHOOLCOUNSELOR.ORG/RECOGNITION/RAMP)





Thank you!

Email me with questions/comments at
rebecca.lins@cfschools.org

Hatching Results Conceptual Diagram

Participant Data

Mindsets & Behaviors Data

Outcome Data

Curriculum Group Counseling

Who?
What?
When?
Where?
How Long?

Competency Attainment Data

Attitudes

Skills

Knowledge

Behavior Change

Achievement Related Data

Attendance

Discipline referrals

Parent Involvement

Homework completion

Course enrollment patterns

Achievement Data

SAT/ACT Scores

Graduation rates

GPA

AP Tests

College prep class completion

School Counselor Core Curriculum Class Lessons

Intentional Guidance (Intervention)

School Counselors DO Impact Outcome Data!