Recognized ASCA Model Program (RAMP)

(Used with permission from American School Counselor Association)

Drive your school counseling program to the next level. Show your administrators, school board and the community at large that you’re committed to delivering a comprehensive, data-driven school counseling program. Apply for the Recognized ASCA Model Program (RAMP) designation from the American School Counselor Association.

Based on *The ASCA National Model: A Framework for School Counseling Programs*, the RAMP designation:

- Gives you confidence that your program aligns with a nationally accepted and recognized model.
- Helps you evaluate your program and identify areas for improvement.
- Increase your skills and knowledge of school counseling.
- Enhances our program’s efforts toward academic achievement and student success.
- Identifies your school as an exemplary educational environment.

RAMP applications are reviewed three times a year. Submission deadlines are January 1, March 1, and October 1. To apply, complete the following application. For more information about the many benefits of achieving RAMP status, visit [http://www.schoolcounselor.org](http://www.schoolcounselor.org) and click on “National Model and RAMP.”
Recognized ASCA Model Program Application

Congratulations on your decision to “RAMP up” your school counseling program. The following instructions will guide you through the RAMP application process.

Also included in this packet are:

- The scoring rubric, to help you see what the reviewers will be looking for when evaluating your application.
- The program audit from the ASCA National Model, to help you evaluate and reflect upon your program’s strengths and areas for growth. **You do not have to fill this out as part of the application.** It’s for your information only.

Please use each component page as a cover page, placing your answers and documentation immediately behind the cover page. Once you’ve completed all 12 sections, put it in a binder, include a copy of the demographic and payment information forms along with your application fee of $150 ($300 for a school without an ASCA member), and send to: ASCA RAMP Application, 1101 King St., Suite 625, Alexandria, VA 22314.

Application deadlines are three times a year: October 1, January 1 and March 1. RAMP status will be awarded to schools with average scores of 42 or higher, provided none of the sections receive an average score of “minimal” (2) or “unsatisfactory” (1). Scoring criteria are included on each component page.

By submitting your application, you are giving ASCA permission to share and reproduce your materials with appropriate citation given to your school. All documentation must be from the current academic year or last year. Documentation more than a year old will not be accepted.

Application Components Checklist (be sure to include each of the following):

- Applicant/Payment Page
- School Demographic Information
- Statement of Philosophy
- Mission Statement
- Competencies and Indicators
- School Counseling Program Goals
- Management Agreement
- Advisory Council
- Calendar
- Classroom Curriculum
- Small-Group Curriculum
- Guidance Curriculum Results Report
- Closing the Gap Results Report
- Program Evaluation Reflection
- Payment

**You must submit FOUR complete applications in four separate three-ring binders. Applications will not be considered otherwise.**
Primary Applicant Information

Contact Name ______________________________________________________________

Title ______________________________________________________________________

School ______________________________________________________________________

Address _____________________________________________________________________

City ________________________ State __________________ Zip code _______________

Phone ___________________ Fax ____________________ E-mail ____________________

Payment Information

_____ Application fee, $150 per application ($300 for school without an ASCA member)

_____ Purchase order handling charge, $10

_____ Total

☐ Check
☐ Purchase Order
☐ Credit Card    ☐ American Express    ☐ VISA    ☐ MasterCard

Credit Card No. ___________________________ Exp. Date ________________________

Signature _________________________________________________________________

(continued on back)
School Demographic Information

School district name _______________________ Grade levels served at school ___________

Number of students at school ______________ Number of students in district _____________

Number of staff at school ___________ Number of school counselors at school ______________

Average number of students served by each counselor _______________________________

School setting is:
    □ Urban       □ Rural       □ Suburban

Number of students identified as special education students __________________________

How many students receive free lunch _____________ reduced lunch _________________

Percentage of students who are:
    _____ Black
    _____ Asian
    _____ Native American
    _____ White
    _____ Hispanic
    _____ Other

Names of other counselors at school

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What are the top three issues with which your school is currently dealing?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
A. FOUNDATION

1. Statement of Philosophy

Attach a copy of your school counseling program philosophy statement, which should reflect the needs of the school’s constituents. If the philosophy statement is adapted from another source, please give the proper credit. Include signatures from the following stakeholders to verify the statement was presented and accepted: school principal, all school counselors at the school, advisory council representative, and school board representative. See the next page for an example.

**Statement of Philosophy Scoring Rubric**

4 Exemplary statement of philosophy that includes an agreed upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is evidence that the statement of philosophy is school specific and has been presented to and accepted by the school's administration, counselors, the advisory council and school board.

3 Adequate statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is adequate evidence that the statement of philosophy is school specific and has been presented to and accepted by the school's administration, counselors, the advisory council and school board.

2 Partial statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and/or includes ethical guidelines and standards. There is some evidence the statement of philosophy is school specific and has been presented to and accepted by the school's administration or counselors or advisory council.

1 Weak or no statement of philosophy for the school’s counseling program. Weak correlation between the school's needs and the philosophy statement. There is no documentation that the philosophy statement has been presented to and accepted by the school's administration, counselors or advisory council.
Sample Philosophical Statement

The counselors in XYZ school believe:

- All students have dignity and worth.
- All students have the right to participate in the school counseling program.
- All students’ ethnic, cultural, racial, sexual differences and special needs are considered in planning and implementing the school counseling program.
- All students K-12 shall have access to a full-time, state-certified, master’s degree level school counselor to deliver the counseling program.

And that the XYZ comprehensive school counseling program should:

- Be based on specified goals and developmental student competencies for all students K-12.
- Be planned and coordinated by school counseling teams in coordination with other school, parent or guardian and community representatives.
- Utilize the many combined resources of the community to deliver programs.
- Use data to drive program development and evaluation.
- Be evaluated by a counseling supervisor on specified goals and agreed-upon student competencies.
- Actively involve counseling team members to monitor students’ results.

And that all counselors in the XYZ school:

- Abide by the professional school counseling ethics as advocated by the American School Counselor Association.
- Participate in professional development activities essential to maintain a quality school counseling program.

Accepted by:

Principal: ______________________________________________________________

School Counselor: ______________________________________________________

School Counselor: ______________________________________________________

School Counselor: ______________________________________________________

Advisory Counselor: _____________________________________________________

Advisory Counselor: _____________________________________________________

Advisory Counselor: _____________________________________________________

School board representative: _____________________________________________

adapted from John Smith Elementary School’s School Counseling Philosophy Statement
2. Mission Statement

Attach copies of your school counseling mission statement and the school’s mission statement. The school counseling mission statement must be tied to the school’s mission statement and must be presented to and accepted by the administration, counselors, advisory council and school board. See the example on the next page.

## Mission Statement Scoring Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Strong mission statement clearly reflecting the school’s needs, linking with the vision and purpose of the school’s mission statement and reflecting students’ growth and developmental needs in the areas of academic, career and personal/social development. There is ample evidence that the mission statement has been presented to and accepted by the school’s administration, counselors and school board. Indicates the general content of the program and defines the school counselor’s role in helping the school manifest its mission.</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory mission statement that reflects the school’s needs and reasonably linking to the vision and purpose of the school’s mission statement and reflecting students’ growth and developmental needs in the areas of academic, career and personal/social development. There is evidence that the statement has been presented to and accepted by the school’s administration, counselors, advisory council and the school board.</td>
</tr>
<tr>
<td>2</td>
<td>Weak mission statement that attempts to reflect the school’s needs and tries to link to the vision and purpose of the school’s mission statement. May or may not reflect students’ growth and developmental needs in the areas of academic, career and personal/social development. There is some indication the mission statement has been presented to and accepted by the school’s administration, counselors, advisory council and school board.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal or no mission statement or a mission statement that doesn’t reflect the school’s needs or link to the vision and purpose of the school’s mission statement. Doesn’t reflect students’ growth and developmental needs in the areas of academic, career and personal/social development. There is no documentation that the mission statement has been presented to and accepted by the school’s administration, counselors, advisory council or school board.</td>
</tr>
</tbody>
</table>
### Sample Mission Statements

**XYZ School**
The mission of XYZ School is to prepare all students academically and socially to contribute at the highest levels as productive members of society, through a partnership of empowered students, educators, parents or guardians and the community responsible for the learning process.

**School Counseling Program Mission Statement**
The mission of XYZ School’s school counseling program is to provide a comprehensive, developmental counseling program addressing the academic, career and personal/social development of all students. School counselors are professional school advocates who provide support to maximize student potential and academic achievement and provide directed assistance to those students deemed “at-risk” and performing below grade level. In partnership with other educators, parents or guardians and the community, school counselors facilitate the support system to ensure all students in XYZ School have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

Accepted by (original signatures only):

- Principal: _______________________________________________________
- School counselor: ________________________________________________
- School counselor: ________________________________________________
- Advisory council: _________________________________________________
- Advisory council: _________________________________________________
- Advisory council: _________________________________________________

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**The Idaho School Counseling Model: A Framework for Comprehensive Programs**

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**Appendix: Recognized ASCA Model Program (RAMP)**
### 3. Competencies and Indicators

Use the template on the following page to show the competencies and indicators the school counseling program is currently focusing on, or create one of your own. Provide some explanation as to how these competencies and indicators were chosen.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Developmentally appropriate and measurable competencies and/or indicators are identified for each applicable grade level and directly link to the counseling program’s mission and the school’s needs. Each competency and/or indicator appropriately relates to its ASCA standard. All ASCA standards are adequately covered across grade levels. Thorough explanation of how these competencies and indicators were chosen is provided. There is evidence the standards and competencies have been presented to and accepted by the school’s administration, counselors and advisory council.</td>
</tr>
<tr>
<td>3</td>
<td>Developmentally appropriate competencies and/or indicators are identified for each applicable grade level and link to the counseling program’s mission and the school’s needs. Each competency and/or indicator appropriately relates to its ASCA standard. All ASCA standards are adequately covered across grade levels. Explanation of how these competencies and indicators were chosen is provided. There is indication that the standards and competencies have been presented to and accepted by the school’s administration, counselors and advisory council.</td>
</tr>
<tr>
<td>2</td>
<td>Some competencies and/or indicators are identified for each applicable grade level but do not clearly link to the counseling program’s mission or the school’s needs. Inadequate explanation of how these competencies and indicators were chosen is provided. There is some indication that the standards and competencies have been presented to and accepted by the school’s administration, counselors and advisory council.</td>
</tr>
<tr>
<td>1</td>
<td>Few or no competencies and/or indicators are identified, and those identified do not clearly link to the counseling program’s mission or don’t reflect the school’s needs. Weak or no explanation is provided of how these competencies and indicators were chosen. There is little or no evidence the standards and competencies have been presented to and accepted by the school’s administration, counselors and advisory council.</td>
</tr>
</tbody>
</table>
Template: Standards, Competencies and Indicators

Complete this form by entering the competencies and/or indicators that your school counseling program is currently focusing on and has approved under each ASCA National Standard.

<table>
<thead>
<tr>
<th>ACADEMIC DEVELOPMENT DOMAIN</th>
<th>Grade Levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</td>
<td></td>
</tr>
<tr>
<td>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</td>
<td></td>
</tr>
<tr>
<td>Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.</td>
<td></td>
</tr>
<tr>
<td>CAREER DEVELOPMENT DOMAIN</td>
<td>Grade Levels:</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
<td></td>
</tr>
<tr>
<td>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</td>
<td></td>
</tr>
<tr>
<td>Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.</td>
<td></td>
</tr>
</tbody>
</table>
## PERSONAL/SOCIAL DOMAIN

<table>
<thead>
<tr>
<th>Grade Levels:</th>
</tr>
</thead>
</table>

### Standard A:
Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

### Standard B:
Students will make decisions, set goals and take necessary action to achieve goals.

### Standard C:
Students will understand safety and survival skills.
Appendix: Recognized ASCA Model Program (RAMP)

Principal: __________________________________________
School counselor: ____________________ School counselor: ____________________
School counselor: ____________________ Advisory council: ____________________
Advisory council: ____________________ Advisory council: ____________________
School board representative: ______________________________
4. School Counseling Program Goals

Attach copies of your school counseling program goals for the current or previous academic year (use the goals that guided the results report). Must include documentation, information and any data you used to arrive at these goals.

| 4 | Exemplary school counseling program goals reflecting prioritized ASCA National Standards and the school's goals. There is ample evidence showing how the goals were selected and that they are based upon school data and reflect the domains of the ASCA National Standards. There is evidence that the goals have been presented to and accepted by the school's administration, counselors and the advisory council. |
| 3 | Strong school counseling program goals reflecting prioritized ASCA National Standards and the school's goals. There is evidence showing how the goals were selected and that they have been presented to and accepted by the school's administration, counselors and the advisory council. |
| 2 | Weak school counseling program goals that somewhat reflect the domain of the ASCA National Standards and the school's goals. There is some evidence showing how the goals were selected and that they have been presented to and accepted by the school's administration, counselors and the advisory council. |
| 1 | Inadequate or inappropriate school counseling program goals that don’t reflect the domains of the ASCA National Standards and the school's goals. There is little or no evidence showing how the goals were selected and that they have been presented to and accepted by the school's administration, counselors and the advisory council. |

Example: School Counseling Program Goals

A. By the end of the school year, sixth-grade student attendance will improve by 10 percent.
B. By the end of the school year, the number of office referrals for bullying will decrease by 25 percent over last year.
C. School counselors will spend 60 percent of their time in direct service to students.

Principal: ________________________________________
School counselor: ___________________________________
School counselor: ___________________________________
Advisory council: ___________________________________
Advisory council: ___________________________________
B. MANAGEMENT

5. Management Agreement

Attach a copy of the management agreement for each counselor in the school. The management agreement must include the percentage of time allocated for each delivery area and must closely align with the suggested use of time. You can use one of the sample agreements provided, or you can use one of your own.

Management Agreement Scoring Rubric

4 Comprehensive and thorough management agreement for each counselor at the school is included. The percentage of time spent in each delivery area reflects the school counseling program goals and reflects the ideal/suggested use of time. Each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals.

3 A management agreement for each counselor at the school is included, showing the percentage of time spent in each delivery area. Each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals.

2 A weak management agreement for each counselor at the school is evident; the percentage of time spent in each delivery area may not reflect the school counseling program's goals or the ideal use of time. Each agreement may be signed by the school counselor and the school's principal.

1 No management agreement or weak or incomplete one for counselors at the school is evident. The plan doesn't reflect the school counseling program's goals and the percentage of time listed isn't appropriate. The agreement wasn't signed by the proper parties.

Sample Distribution of Total School Counselor Time

<table>
<thead>
<tr>
<th>Delivery System Component</th>
<th>Elementary School % of Time</th>
<th>Middle School % of Time</th>
<th>High School % of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Curriculum</td>
<td>35-45%</td>
<td>25-35%</td>
<td>15-25%</td>
</tr>
<tr>
<td>Individual Student Planning</td>
<td>5-10%</td>
<td>15-25%</td>
<td>25-35%</td>
</tr>
<tr>
<td>Responsive Services</td>
<td>30-40-%</td>
<td>30-40%</td>
<td>25-35%</td>
</tr>
<tr>
<td>System Support</td>
<td>10-15%</td>
<td>10-15%</td>
<td>15-20%</td>
</tr>
</tbody>
</table>

Example: Elementary School Counselor Management Agreement

School Year ____________ School ___________________________ Date ________

Counselor _________________________________________________________________

PROGRAMMATIC DELIVERY
The school counselor/counselors will spend approximately the following time in each component area to ensure the delivery of the school counseling program.

________ % of time delivering guidance curriculum

________ % of time with individual student planning

________ % of time with responsive services

________ % of time with system support

Lessons will be delivered in the academic, career and personal/social domain.

Programs and services presented and available to staff include:

_________________________________________________________________________________

Programs and services presented and available to parents include:

_________________________________________________________________________________

Programs and services presented and available to the community include:

_________________________________________________________________________________

The school counselor will be available to individual students/parents/teachers at the following times:

_________________________________________________________________________________

PROFESSIONAL DEVELOPMENT
The school counselor/counselors will participate in one or more of the following professional development:

☐ Once a month district meetings for counselors

☐ Yearly national conference

☐ Other: Explain _________________________

☐ Yearly state conference

☐ Classes and/or workshops

PROFESSIONAL COLLABORATION

☐ Once a week meeting with the administration

☐ Once a month present something to the faculty

☐ Once a month meeting with grade level teams

☐ Twice a year meeting with advisory council

☐ Other: Explain _________________________

How will this agreement be monitored during the school year?

_________________________________________________________________________________

Counselor signature and date

Principal signature and date
Secondary School Counseling Program Management Tool
(Counselor/Principal Agreement)

School Year _______ School ________________________________ Date __________

Counselor _____________________________________________

STUDENT ACCESS:
Students will access the school counselor by:
☐ A. Grade level
☐ B. Alpha listing
☐ C. Domain
☐ D. No caseload (see any counselor)
☐ E. By academy/pathway
☐ F Other (please specify)____________________

SCHOOL COUNSELOR OF THE DAY
Our counseling program:
☐ Will implement counselor of the day.
☐ Will not implement counselor of the day.

DOMAIN RESPONSIBILITIES
Looking at your site needs/strengths, counselors will be identified as the domain counselors for the following areas:

Academic domain:
______________________________________________________________________________

Career domain:
______________________________________________________________________________

Personal/social domain:
______________________________________________________________________________

Rationale for decision:
______________________________________________________________________________

PROGRAMMATIC DELIVERY
The school counseling teams will spend approximately the following percentage of time in each component area to ensure the delivery of the school counseling program.

_______% of time delivering guidance curriculum

_______% of time with individual student planning

_______% of time with responsive services

_______% of time with system support
Secondary School Counseling Program Management Agreement

SCHOOL COUNSELOR AVAILABILITY
The school counseling department will be open for student/parent/teacher access from ______ to ______

The department will manage the division of hours by _____________________________________________________

The career center will be open from ______________________ to _______________________

The department will manage the division of hours by _____________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Programs and services presented and available to parents include:
Example: counseling department newsletter, parenting classes, parent information night

____________________________________________________________________________________

____________________________________________________________________________________

Programs and services presented and available to staff include:
Example: department liaison, topical information workshops (child abuse, ADD, etc.)

____________________________________________________________________________________

____________________________________________________________________________________

Community liaisons, programs and services will include:

____________________________________________________________________________________

THE SCHOOL COUNSELORS WILL BE COMPENSATED FOR EXTRA WORK HOURS (BEYOND WORK DAY) BY:
☐ Extra duty pay (fund _________)   ☐ Comp time
☐ Flex schedule                   ☐ By principal/counselor negotiation
☐ Per union regulations          ☐ No option for this

MATERIALS AND SUPPLIES
What materials and supplies are necessary for the implementation of the school counseling program?

____________________________________________________________________________________

____________________________________________________________________________________

The following funding resources support the school counseling program:

____________________________________________________________________________________

____________________________________________________________________________________

PROFESSIONAL DEVELOPMENT
The school counseling team will participate in the following professional development:

____________________________________________________________________________________
Secondary School Counseling Program Management Agreement

PROFESSIONAL COLLABORATION
The school counseling department will meet weekly/monthly:
☐ As a counseling department team
☐ With the administration
☐ With the school staff (faculty)
☐ With subject area departments
☐ With the advisory council

OFFICE ORGANIZATION
Responsibilities for the support services provided the counseling team will be divided among the support services staff:
The school counseling assistant will: __________ The registrar will: ___________________
The clerk will: ____________________________ The receptionist will: ___________________
Volunteers will: __________________________ Others will: __________________________

How will this agreement be monitored during the school year? _______________________

_________________________________________ ________________________________
Counselor signature and date Principal signature and date
6. Advisory Council

Attach a list of all your school counseling program advisory council members, along with their stakeholder positions (i.e., are they parent, faculty, community member, etc.). Also attach the agendas and minutes from two advisory council meetings. Provide documentation on how feedback from the committee guides the school counseling program.

Advisory Council Scoring Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A strong advisory council exists, with representatives from core stakeholder groups and clear evidence/documentation that the committee helps guide the school counseling program. Agendas and minutes from two meetings that reflect work related to the school counseling program mission and goals are included.</td>
</tr>
<tr>
<td>3</td>
<td>A good advisory council exists, with representatives from core stakeholder groups and evidence that the committee helps guide the school counseling program. Agendas and minutes from two meetings that reflect the work of the council are included.</td>
</tr>
<tr>
<td>2</td>
<td>An advisory council with representatives from some core stakeholder groups exists. There is inadequate evidence that the committee guides the school counseling program. Agendas and minutes from two meetings are included.</td>
</tr>
<tr>
<td>1</td>
<td>No advisory council exists, or there is poor evidence that the advisory council has any impact on the school counseling program.</td>
</tr>
</tbody>
</table>
7. Calendar

Attach a copy of your school counseling master calendar for the current academic year. The calendar should include all school counseling activities and events for the year for the entire counseling program. Also include one detailed weekly calendar for each counselor in the school.

### Calendar Scoring Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Comprehensive master and weekly calendars for each counselor in the school exist that reflect prioritized ASCA National Standards and delivery system priorities as outlined in the management agreements and school counseling program goals. There is clear evidence that the school counseling staff periodically reflects on the calendar, and there is evidence that the calendar reflects the percentage of time allocated in the management agreement.</td>
</tr>
<tr>
<td>3</td>
<td>Strong master and weekly calendars reflect prioritized ASCA National Standards and delivery system priorities and school counseling program goals. There is evidence that the school counseling staff periodically reflects on the calendar, and there is evidence that the calendar reflects the percentage of time allocated in the management agreement.</td>
</tr>
<tr>
<td>2</td>
<td>Weak master and weekly calendars reflecting some delivery system priorities are included. The calendars do not adequately reflect prioritized ASCA National Standards and delivery system priorities as outlined in the management agreements and school counseling program goals. There is no clear evidence that the calendar reflects the percentage of time allocated in the management agreement.</td>
</tr>
<tr>
<td>1</td>
<td>No master/weekly calendar or poor master and/or weekly calendar included. The calendars do not reflect prioritized ASCA National Standards, nor is there evidence that the school counseling staff reflects on the calendars.</td>
</tr>
</tbody>
</table>
C. DELIVERY

8. Classroom Curriculum

Attach three lesson plans from each counselor in the school. Each counselor’s three lesson plans should all revolve around a single topic/unit. You may use the following template or submit your own.

Classroom Curriculum Scoring Rubric

4
A strong classroom guidance unit composed of at least three lessons directly tied to the ASCA National Standards and linked to ASCA or school competencies, indicators and school counseling program goals for each counselor in the school is included. The units are comprehensive enough to enable students to master the appropriate standards and competencies/indicators. Appropriate and relevant process, perception and results data for the lesson are included.

3
A good classroom guidance unit composed of at least three lessons directly tied to the ASCA National Standards and linked to ASCA or school competencies, indicators and school counseling programs goals for each counselor in the school is included. Appropriate process, perception and results data for the lessons are included.

2
Incomplete or inadequate classroom guidance unit that includes two or fewer lesson plans from each counselor in the school, not tied to the ASCA National Standards and ASCA or school competencies/indicators. Minimal process, perception and results data for the lesson may be included.

1
No classroom guidance unit included, or weak or incomplete classroom guidance units. No process, perception and results data for unit are included.
Template: Classroom Guidance

Counselor Name ___________________________  School _______________________
Title of Lesson _____________________________  Date _________________________
Unit _____________________________________  Time Required _________________
Grade Level ________________________________  ASCA National Standard(s)

Competency(ies) Addressed

Material/Resources

Activity

Evaluation (must include process, perception and results data and how evaluation was conducted)
(Attach additional documentation as needed.)
9. Small-Group Curriculum

Attach the plans for a small-group activity (either appraisal, advisement or responsive services) that was conducted by a counselor at your school during the designated school year. The group must have met at least four times. You may use the template on the next page or submit one of your own.

Small-Group Curriculum Scoring Rubric

4  An exemplary small-group unit of at least four meetings is included. The unit is directly tied to the ASCA National Standards or school competencies/indicators and school counseling program goals. The unit is comprehensive enough to enable students to master the appropriate standards and competencies/indicators. Strong process, perception and results data for the unit are included.

3  A strong small-group unit of at least four meetings, directly tied to the ASCA National Standards and linked to ASCA or school competencies/indicators and school counseling program goals is included. Appropriate and relevant process, perception and results data for the unit are included.

2  A weak small-group that met three or fewer times and that is poorly tied to the ASCA National Standards and linked to ASCA or school competencies/indicators is included. Some process, perception and results data for the unit may be included.

1  An inadequate small-group that met once or twice and is not tied to the ASCA National Standards and linked to ASCA or school competencies/indicators is included. No process, perception and results data for the group are included.
## Template: Small-Group Guidance

<table>
<thead>
<tr>
<th>Counselor Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of Group</td>
<td></td>
</tr>
<tr>
<td>How/why was the group formed?</td>
<td></td>
</tr>
<tr>
<td>Grade Level</td>
<td>Time Required</td>
</tr>
<tr>
<td>ASCA National Standard(s)</td>
<td></td>
</tr>
</tbody>
</table>

### Competency(ies) Addressed

### Materials/Resources

### Activity

### Evaluation (should include process, perception and results data and how evaluation was conducted) (Attach additional documentation as needed.)
10. Guidance Curriculum Results Report

Attach a guidance curriculum results report for at least four different guidance curriculum activities. You may use the following template or your own materials.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>An exemplary guidance curriculum results report that reflects the ASCA National Standards, school competencies/indicators and school counseling program goals. The report includes guidance lesson contents; number of lessons delivered and how they are delivered; start and end dates; and perception, process and results data as available. Additional data, relevant examples and documentation are included.</td>
</tr>
<tr>
<td>3</td>
<td>A strong guidance curriculum results report that reflects the ASCA National Standards, school competencies/indicators and school counseling program goals. The report includes guidance lesson contents; number of lessons delivered and how they are delivered; start and end dates; and perception, process and results data. Additional data, relevant examples and documentation are included.</td>
</tr>
<tr>
<td>2</td>
<td>An inadequate guidance curriculum report that does not adequately reflect the ASCA National Standards and school competencies/indicators and school goals. Supplemental information is lacking.</td>
</tr>
<tr>
<td>1</td>
<td>An incomplete or no guidance curriculum results report is included. The report does not reflect the ASCA National Standards and school competencies/indicators and school goals.</td>
</tr>
</tbody>
</table>
## Guidance Activities Results Report (Large Group)

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Target Group</th>
<th>Curriculum and Materials</th>
<th>Start Date/End Date</th>
<th>Process Data Number of Students Affected</th>
<th>Perception Data (Pre and post Test competency attainment or student achievement data)</th>
<th>Results Data (Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data)</th>
<th>Implications (What does the data tell you? What can the student do with this now?)</th>
</tr>
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<tbody>
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### Principal’s Signature

*Adapted from the ASCA National Model: A Framework for School Counseling Programs*
11. Closing the Gap Results Report

Attach results from a closing the gap activity. Include documentation/data on how this gap was identified and why it was important to address at this time.

### Closing the Gap Results Report Scoring Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>An exemplary closing the gap results report addressing a particular need in the school that reflects the school competencies/indicators. The report includes the target group, the type of services delivered and in what manner, the start and end date, process data, perception data, results data and implications from the data. Strong supplemental/supporting documentation is also included that provides information on how this gap was identified.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>A strong closing the gap results report addressing a need in the school. The report includes at least six of the following components: the target group, the curriculum and material used, the type of services delivered and in what manner, the start and end date, process data, perception data, results data, and implications from the data. Good supporting documentation is also included that provides information on how this gap was identified.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>A weak closing the gap results report that minimally addresses a need in the school. Weak correlation between the activity and the school competencies/indicators. Supplemental documentation is lacking.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>An incomplete closing the gap results report that inadequately shows or doesn't show how the gap was identified. No supplemental documentation is included.</td>
</tr>
</tbody>
</table>
Closing the Gap Results Report (Small Group)*

School: ___________________________________________ District: _________________________

Target Group selection is based upon the following data/information/school improvement goals:

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Target Group</th>
<th>Curriculum and Materials</th>
<th>Start Date/End Date</th>
<th>Process Data</th>
<th>Perception Data</th>
<th>Results Data</th>
<th>Implications</th>
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</thead>
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Principal's Signature ___________________________ Date ___________ Date of Staff Presentation ___________________________ Prepared By ___________________________

*Adapted from the ASCA National Model: A Framework for School Counseling Programs
12. Program Evaluation Reflection

How does your comprehensive counseling program use advocacy, leadership, systemic change and collaboration to make a difference for students?

(Response should be at least 500 words and no more than 1,500.)

Program Evaluation Reflection Scoring Rubric

4 A strong, well-articulated and clearly organized response. Shows, through the use of specific details and examples, how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.

3 An articulated and organized response. Shows, through the use of details and examples, how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.

2 A weakly articulated response. Minimally shows how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.

1 A poorly articulated response. Does not show how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.