AMERICAN SCHOOL COUNSELOR ASSOCIATION

RAMP Applications submitted in October 2024
(Using 2023–2024 school year data)

ASCA adheres to FERPA guidelines and reminds schools to protect student identity throughout the RAMP application. No identifiable student information should be included. Applications with student photos and names may be subject to being deleted. Thank you in advance for reviewing applications for this information prior to submitting for RAMP consideration.

1. VISION AND MISSION STATEMENTS – 6 points

Enter:
- School counseling vision statement
- School counseling mission statement
- School and district vision and mission statements if available

1.A School Counseling Vision Statement
(earn 1 point if descriptor met)

1.A1 Describes the future world (after graduation from high school) where best-possible student outcomes are achieved

1.A2 Includes school and district vision statement or enter n/a only if your school or district does not have one

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 two examples of how the development of the vision statement was influenced by the seven mindset standards from the *ASCA School Counselor Professional Standards & Competencies*, citing the specific mindset standard(s).

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 district mission statement or enter n/a only if your school or district does not have one

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 for every student

1.D2 Emphasizes access for every student

1.D3 Emphasizes success by describing long-range results for every student

1.E Mission Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):

1.E Give one example of how the school counseling program addresses equity for every student

1.F Mission Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):

1.F Give one example of how the school counseling program addresses access for every student

2. ANNUAL STUDENT OUTCOME GOALS – 8 points

Upload:
■ School data summary

2.A School Data Summary (earn 1 point if descriptors met)
2.A1 School data summary template submitted with all sections completed
2.A2 School data summary identifies specific data points that led to the development of goal(s).

2.B Annual Student Outcome Goals (data-based)
(earn 1 point if descriptors met)
2.B1 At least one, but no more than two annual student outcome goal plans
2.B2 Each goal addresses data prioritized in #6 from the school data summary (demonstrated need in achievement, attendance or discipline data)

2.C Annual Student Outcome Goals (format)
(earn 1 point if descriptor met)
2.C Goal statement(s) includes only: end date, target group with multiple descriptors that establish the criteria for inclusion in the goal, description of specific outcome to be changed (achievement, attendance, discipline), measure of change, baseline and target data

2.D Supplemental Data (earn 1 point if descriptors met)
2.D1 Supplemental data included from each stakeholder group (indicate if no information was provided when asked)
2.D2 Supplemental data focuses on students identified in the goal statement

2.E Systemic Focus (earn 1 point if descriptors met)
2.E1 At least one school or system policy, procedure or practice that creates or maintains student inequities identified that are tied to goal statement
2.E2 One or more strategies described that could influence systemic change related to the goal as identified in 2.E1

2.F Annual Student Outcome Goal Plan(s)
(earn 1 point if descriptors met)
2.F1 At least one, but no more than two ASCA Student Standards: Mindsets & Behaviors for Student Success identified
2.F2 Each ASCA Student Standard identified is operationalized through one or more measurable learning objectives

2.G Annual Student Outcome Goal Plan(s)
(earn 1 point if descriptors met)
2.G1 Pre-/post-assessment items align with the learning objectives
2.G2 Direct student services identified and support the goal (minimum of two)
2.G3 Indirect student services identified and support the goal (minimum of two)

2.H Annual Student Outcome Goal Plan(s)
(earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):
2.H How did the collection of supplemental data influence the chosen Mindset/Behavior standard(s) for one goal submitted in this section?

3. CLASSROOM AND GROUP MINDSETS & BEHAVIORS ACTION PLAN – 5 points

Upload:
- Classroom and group mindsets & behaviors action plan

3.A Classroom and Group Mindsets & Behaviors Action Plan (earn 1 point if descriptor met)

    3.A Classroom and group mindsets & behaviors action plan template completed

3.B Classroom and Group Mindsets & Behaviors Action Plan (earn 1 point if descriptor met)

    3.B Specific classroom lessons identified for each grade level in the school.
- Each lesson is connected to one primary standard and appears only one time on the action plan
- State the title and topic in the activity/focus/purpose column
- Specify grade level(s) in the participant column

3.C Classroom and Group Mindsets & Behaviors Action Plan (earn 1 point if descriptor met)

    3.C Small groups available for students
- Each small-group session is connected to one primary standard and appears only one time on the action plan
- State the title and topic in the activity/focus/purpose column
- Specify grade level(s) in the participant column

3.D Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):

    3.D Describe what the students did in a classroom lesson that fostered development of the specified ASCA Student Standard

3.E Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):

    3.E Describe what the students did in a small-group activity that fostered development of the specified ASCA Student Standard

4. ANNUAL ADMINISTRATIVE CONFERENCE – 5 points

Upload:
- Completed annual administrative conference template for each school counselor
- Two completed use-of-time 5-day calculators from the previous school year (2022-2023), one from first semester and one from second semester, to document the use-of-time cited on each school counselor's 2023-2024 annual administrative conference template.
- Supporting documentation for 4.C
- If changes occurred in school counseling program staff during 2022-23, statement explaining this change that resulted in fewer use-of-time 5-day calculators per school counselor

4.A ASCA Annual Administrative Conference
(earn 1 point if descriptors met)
> 4.A1 All sections of each annual administrative conference template completed for each member of the school counseling department or explanation of not applicable (N/A) responses
> 4.A2 Conference held and template signed by the school counselor and supervising administrator within the first two months of the school year

4.B Use of Time from Previous School Year Documentation Provided (earn 1 point if descriptors met)
> 4.B1 Use-of-time 5-day calculator template used
> 4.B2 Use-of-time 5-day calculators (one week from first semester and one week from second semester) for each school counselor from previous school year (2022-2023) included
> 4.B3 Classifications of activities align with the ASCA National Model definitions of direct and indirect services, program planning and school support, and non-school-counseling tasks.

4.C Supporting Documentation Provided
(earn 1 point if descriptors met)
> 4.C Date(s) and minutes of school counselor(s)/ administrator conference(s) describing discussions and decisions regarding at least two topics from the annual administrative conference template

4.D Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):
> 4.D Give two examples of what you learned from your 2022-23 use-of-time 5-day analysis

4.E Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):
> 4.E Explain how the school counselor(s) advocate for reaching/maintaining 80% of time in delivery of direct and indirect student services

5. ADVISORY COUNCIL – 6 points

Upload:
- First semester and second semester advisory council agenda templates
- First semester and second semester advisory council minutes templates

Enter:
- Advisory Council Members and Stakeholder Positions (use initials for student members)

5.A Advisory Council Membership
(earn 1 point if descriptors met)

5.A1 Advisory council solely focused on the applicant's school counseling program

5.A2 List of all advisory council members with their role included [at a minimum: parents, teachers, school counselors, administrators, business/community members and students (if applicable)]

5.A3 Advisory council approximates recommended eight–20 members

5.B Advisory Council Agendas
(earn 1 point if descriptors met)

5.B1 First-semester school counseling advisory council agenda template completed including, at a minimum:
- School Data Summary
- Annual Student Outcome Goal Plan(s)
- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan(s)

5.B2 Second semester school counseling advisory council agenda template completed including, at a minimum:
- Annual Student Outcome Goal Plan Results
- Classroom and Group Results Report(s) (classroom)
- Classroom and Group Results Report (small group)
- Closing the Gap Action Plan and Results Report(s)

5.C First-Semester Advisory Council Minutes
(earn 1 point if descriptors met)

5.C1 First semester advisory council minutes template completed and includes a summary of school counselor presentation on:
- School Data Summary
- Annual Student Outcome Goal Plan(s)
- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan(s)
- Other items on the agenda, if any

5.C2 The first semester minutes include summaries of feedback and suggestions from members for at least two of the following agenda items: school data summary, annual student outcome goal plan(s), classroom and group mindsets & behaviors action plan or closing-the-gap action plan

5.D Second-Semester Advisory Council Minutes
(earn 1 point if descriptors met)

5.D1 Second-semester advisory council minutes template completed and includes a summary of school counselor presentation of results or progress toward results of:
- All Annual Student Outcome Goal Plans presented during first-semester meeting not addressed in Closing-the-Gap Results Report(s)
- Classroom and Group Results Report(s) (classroom)
- Classroom and Group Results Report (small group)
- Closing-the-Gap Action Plan and Results Report(s)

5.D2 The second semester minutes include summaries of feedback and suggestions from members about the progress/results of at least two of the following agenda items: annual student outcome goal plan(s) not addressed in Closing-the-Gap Results Reports, classroom and group results reports (classroom), classroom and group results reports (small group), or closing-the-gap results report(s)

5.E Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):

5.E Share how the advisory council membership selection process ensures participation from all voices of the school community

5.F Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):

5.F Give two examples of how the advisory council strengthens and improves the school counseling program

6. ANNUAL CALENDAR – 3 points

Upload:
■ Completed annual calendar template

6.A Annual Calendar (earn 1 point if descriptor met)
6.A Annual calendar template completed

6.B Annual Calendar (earn 1 point if descriptors met)
6.B1 All activities from classroom and group mindsets & behaviors action plan, closing-the-gap action plan and school counseling program events are listed on the annual calendar with topics, dates and, if appropriate, time
6.B2 The classification of calendar activities aligns with the ASCA National Model definitions of direct services, indirect services, program planning and school support.

6.C Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):
6.C Give three examples of how the annual calendar is communicated to stakeholders

7. LESSON PLANS (CLASSROOM OR GROUP) – 4 points

This section requires evidence of being able to successfully plan classroom OR small group lessons. Submit either:

■ **Three classroom lesson plans from your school counseling program, whether independent lessons or part of a unit. (7.A, 7.B, 7.C, 7.G)**

OR

■ **All lesson plans from one small group. (7.D, 7.E, 7.F, 7.G)**

Results from these lessons will be evaluated in Section 8 or 9.

7.A Classroom Lesson Plans
(earn 1 point if descriptors met)
    7.A1 One ASCA Student Standard identified for each lesson plan
    7.A2 Learning objective(s) align with the selected ASCA Student Standard(s).

7.B Classroom Lesson Plans
(earn 1 point if descriptors met)
    7.B1 Procedure components of lesson plans state and promote attainment of identified learning objectives
    7.B2 Follow-up plans described

7.C Classroom Lessons Data Collection Plan(s)
(earn 1 point if descriptors met)
    7.C1 Participation data plan identifies expected number of students who will participate and planned length of lessons
    7.C2 Mindsets & Behaviors data collection plan utilizes pre-/post-assessment to measure attainment of learning objectives (a Mindsets & Behaviors data collection plan for each of the three stand-alone lessons or a single Mindsets & Behaviors data collection plan for a unit of three lessons)
    7.C3 Outcome data collection plan details the specific academic, attendance or disciplinary data to be analyzed (an outcome data plan for each of the three stand-alone lessons or a single outcome data plan for a unit of three lessons)

7.D Small-Group Lesson Plans
(earn 1 point if descriptors met)
    7.D1 Small group includes minimum of four sessions and three–12 students; lesson plans provided for each session of group.
    7.D2 One ASCA Student Standard identified for each session.
    7.D3 Learning objective(s) align with the selected ASCA Student Standard

7.E Small-Group Lesson Plans
(earn 1 point if descriptors met)
    7.E1 Procedure components of lesson plans state and promote attainment of identified learning objective(s)
    7.E2 Follow-up plans described

7.F Small-Group Data Collection Plan
(earn 1 point if descriptors met)
    7.F1 Participation data plan identifies expected number of students who will participate and planned length of lessons
    7.F2 Mindsets & Behaviors data collection plan utilizes pre-/post-assessment to measure attainment of learning objective(s)
    7.F3 Outcome data collection plan details the specific academic, attendance or disciplinary data to be analyzed

7.G Reflection on Classroom OR Small-Group Lessons
(earn 1 point if descriptors met)
Reflect on the following (maximum 250 words):
    7.G1 Give an example of how the selected ASCA Student Standard informs the content of one of the classroom or small-group lessons.
    7.G2 Describe how the design and delivery of at least one lesson was inclusive and displayed cultural competence

8. CLASSROOM INSTRUCTION RESULTS REPORT – 7 points

If you submitted 3 independent lesson plans or a unit of 3 lesson plans in Section 7, provide the classroom instruction results report for those lessons. Specifically, provide three classroom instructions results reports for the three independent lessons, or one results report for the unit of three lessons.

If you submitted small group lessons in section 7, you are still required to provide classroom instruction results for three independent lessons or one results report for a unit of three lessons.

Upload:
- Mindsets & Behaviors data results bar graph(s):
  - One bar graph per standalone lesson or one bar graph per unit
  - If both Likert-scale items and knowledge-based questions are asked in the pre/post assessment, create one graph for Likert-scale results and one graph for knowledge-based results. Save both graphs in one document for upload.
- Outcome data results bar graph(s): (one bar graph per standalone lesson or one bar graph per unit)

8.A Classroom Lessons Participation Data
(earn 1 point if descriptors met)

8.A1 Number of participants identified
8.A2 Length of lessons identified
8.A3 Number of lessons identified

8.B Classroom Lessons Mindsets & Behavior Data
(earn 1 point if descriptors met)

8.B1 Pre-assessment data provided
8.B2 Post-assessment data provided

8.C Classroom Lessons Outcome Data
(earn 1 point if descriptors met)

8.C1 Baseline data included
8.C2 Final data included
8.C3 Percent change included

8.D Mindsets & Behaviors Data Results At-A-Glance Bar Graph(s) One ASCA Student Standard identified for each lesson (earn 1 point if descriptors met)

8.D1 Bar graph(s) includes title, labeled axes and data points
8.D2 Bar graph depicts pre/post average student responses for Likert-scale items or depicts pre/post percent correct for knowledge-based questions with data results represented side by side

(see example at schoolcounselor.org/Recognition/ RAMP/Templates)

8.E Outcome Data Results At-A-Glance Bar Graph(s)
(earn 1 point if descriptors met)

8.E1 Bar graph(s) includes title, labeled axes and data points
8.E2 Bar graph(s) summarizes outcome baseline and final data with data results represented side by side

(see graph example at schoolcounselor.org/Recognition/ RAMP/Templates)

8.F Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):

8.F Give two examples of what students did during the lesson(s) that helped them attain the specified ASCA Student Standard(s)

8.G Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250words):

8.G How the lessons/unit could be improved (e.g., consider timing, lesson length, cultural competence, student access and identified barriers)

9. SMALL-GROUP RESULTS REPORT – 7 points

If you submitted small group lesson plans in Section 7, provide the small group results report for those sessions.

If you submitted independent or group lessons in Section 7, you are still required to provide a small group results report for a small group you delivered.

Upload:
- ASCA Mindsets & Behaviors data results bar graph
  - If both Likert-scale items and knowledge-based questions are asked in the pre/post assessment, create one graph for Likert-scale results and one graph for knowledge-based results. Save both graphs in one document for upload.
- Outcome data results bar graph

9.A Small-Group Participation Data
(earn 1 point if descriptors met)
> 9.A1 Number of participants identified
> 9.A2 Length of sessions identified
> 9.A3 Number of sessions identified

9.B Small-Group Mindsets & Behavior Data
(earn 1 point if descriptors met)
> 9.B1 Pre-assessment data provided
> 9.B2 Post-assessment data provided

9.C Small-Group Outcome Data
(earn 1 point if descriptors met)
> 9.C1 Baseline data included
> 9.C2 Final data included
> 9.C3 Percent change included

9.D Mindsets & Behaviors Data Results At-A-Glance Bar Graph(s) (earn 1 point if descriptors met)
> 9.D1 Bar graph(s) includes title, labeled axes and data points
> 9.D2 Bar graph(s) depicts pre/post average student responses for Likert-scale items or depicts percent correct for knowledge-based questions with data results represented side by side.

> (see graph example at schoolcounselor.org/Recognition/RAMP/Templates)

9.E Outcome Data Results At-A-Glance Bar Graph
(earn 1 point if descriptors met)
> 9.E1 Bar graph includes labeled axes and data points
> 9.E2 Bar graph summarizes outcome baseline and final data with data results represented side by side

> (see graph example at schoolcounselor.org/Recognition/RAMP/Templates)

9.F Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):
> 9.F Give two examples of what students did during the session(s) that helped them attain the identified ASCA Student Standard(s)

9.G Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250words):
> 9.G How the group could be improved (e.g., consider timing, number of sessions, session length, cultural competence, student access and identified barriers)

Upload:
- ASCA Mindsets & Behaviors data results bar graph
  - If both Likert-scale items and knowledge-based questions are asked in the pre/post assessment, create one graph for Likert-scale results and one graph for knowledge-based results. Save both graphs in one document for upload.
- Outcome data results bar graph

10.A Closing-the-Gap Goal Statement
(earn 1 point if descriptor met)

10.A Goal addresses a gap demonstrated in student achievement, attendance or discipline data.

10.B Closing-the-Gap Goal Statement
(earn 1 point if descriptor met)

10.B Goal statement(s) includes only: end date, target group with multiple descriptors that establish the criteria for inclusion in the goal, description of specific outcome to be changed (achievement, attendance, discipline), measure of change, baseline and target data

10.C Closing-the-Gap Action Plan
(earn 1 point if descriptors met)

10.C1 Mindsets & Behaviors survey items (pre-/post-assessment) support attainment of the standard(s) selected

10.C2 Direct student services identified and support closing the gap (minimum of two)

10.C3 Indirect student services identified and support closing the gap (minimum of two)

10.D Data Collection Plan (earn 1 point if descriptors met)

10.D1 Participation: anticipated number of students identified

10.D2 Mindsets & Behaviors: pre-assessment data provided

10.D3 Outcome: details the specific academic, attendance or disciplinary data

10.E Results Data (earn 1 point if descriptors met)

10.E1 Participation: number of students served

10.E2 Mindsets & Behaviors: post-assessment data provided

10.E3 Outcome: final achievement, attendance or discipline data provided

10.E4 Outcome: percent change provided

10.F Mindsets & Behaviors Data Results At-A-Glance Bar Graph(s) (earn 1 point if descriptors met)

10.F1 Bar graph(s) includes title, labeled axes and data points

10.F2 Bar graph(s) depicts pre/post average student responses for Likert-scale items or depicts percent correct for knowledge-based questions with data results represented side by side.

(see graph example at schoolcounselor.org/Recognition/ RAMP/Templates)

10.G Outcome Data Results At-A-Glance Bar Graph(s)
(earn 1 point if descriptors met)

10.G1 Bar graph(s) includes title, labeled axes and data points

10.G2 Bar graph summarizes outcome baseline and final data with results represented side by side

(see graph example at schoolcounselor.org/Recognition/ RAMP/Templates)

10.H Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):

10.H Give two examples of what students did during identified interventions that helped them attain the specified ASCA Student Standards

10.I Reflection (earn 1 point if descriptor met)
Reflect on the following (maximum 250 words):

10.I How the interventions could be improved (e.g., consider timing, number and type of services, cultural competence, student access and identified barriers)

REVISION NOTES

June 2023	2024 rubric initial release
August 2023	Section 7 title and 7.G subtitle name revised to reflect change in requirements