



RAMP Applications submitted in October 2021

(Using 2020–2021 school year data)

Although the fourth edition is preferred, applications for 2021 may use either the ASCA National Model third edition or the fourth edition templates and will be evaluated on the corresponding rubric. Applications for 2022 and beyond must use the fourth edition templates and will be evaluated based on the fourth edition rubric.

To accommodate the RAMP application completion challenges in light of school counselor service limitations, ASCA has adjusted the submission requirements. Review the documents carefully to ensure you are aware of elements that are unchanged, adjusted and new. These changes apply to the October 2021 RAMP submission window only.

RAMP 4TH EDITION MODIFICATIONS FOR OCTOBER 2021 SUBMISSIONS

Section 1: Vision and Mission Statements	No modifications
Section 2: Annual Student Outcome Goals	No modifications
Section 3: Class/Group Mindsets & Behaviors Action Plan	Modifications applied
■ 3.C1 Not required	
Section 4: Annual Administrative Conference	No modifications
Section 5: Advisory Council	Modifications applied
■ 5.B3 Second-semester agenda does not need to specify small-group results	
■ 5.D3 Second-semester minutes do not need to include summaries of all discussions and feedback for small-group results	
Section 6: Calendars (Annual and Weekly)	No modifications
Section 7: Lesson Plans	Modifications applied
■ 7.C Not required	
■ 7.D Not required	
Section 8: Classroom Instruction Results Report	No modifications
Section 9: Small-Group Results Report	Modifications applied
■ No submissions required.	
Section 10: Closing-the-Gap Action Plan/Results Report	No modifications

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

(earn 1 point if descriptors met)

1.B1 Includes school and/or district vision statement or a statement explaining why it isn't provided

1.B2 Aligns with school and/or district vision statement or includes an explanation regarding the lack of alignment.

1.C Vision Reflection (earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

1.C1 How the vision statement was influenced by the seven mindset standards from the ASCA School Counselor Professional Standards & Competencies

1.C2 How the vision statement is communicated to administrators, teachers and stakeholders

1.D School Counseling Mission Statement

(earn 1 point if descriptors met)

1.D1 Describes school counseling program's overarching focus or purpose as described in the ASCA National Model

1.D2 Emphasizes equity, access and success for every student

1.D3 Emphasizes long-range results for every student

1.E Mission Statement Required Documentation

(earn 1 point if descriptors met)

1.E1 Includes school and/or district mission statement or a statement explaining why it isn't provided

1.E2 Aligns with school and/or district mission statement or includes an explanation regarding the lack of alignment

1.F Mission Reflection (earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

1.F1 How the school counseling program addresses equity and access for every student

1.F2 How the mission statement is communicated to administrators, teachers and stakeholders

2. ANNUAL STUDENT OUTCOME GOALS – 6 Points

Upload:

- ASCA School Data Summary
- Limit of 2 Annual Student Outcome Goal Plans

2.A School Data Summary (earn 1 point if descriptor met)

- 2.A1 ASCA School Data Summary template submitted with all sections completed
- 2.A2 ASCA School Data Summary documents the needs that led to goal development. Specific data points are cited.

2.B Annual Student Outcome Goal Plan(s) (earn 1 point if descriptors met)

- 2.B1 No more than two ASCA Mindsets & Behaviors identified
- 2.B2 Selected ASCA Mindsets & Behaviors reflect the priority(ies) identified through the collection of supplemental data

2.C Annual Student Outcome Goal Plan(s)

- 2.C1 Each ASCA Mindset & Behavior identified is operationalized through one or more measurable learning objective/competency statements
- 2.C2 Pre-/post-assessment items align with the learning objectives/competencies

2.D Annual Student Outcome Goals (data based)

(earn 1 point if descriptor met)

- 2.D1 Each goal addresses a need demonstrated in student achievement, attendance or discipline data

2.E Annual Student Outcome Goals (format)

(earn 1 point if descriptor met)

- 2.E1 Goal statement(s) includes only: end date, target group with multiple descriptors, description of specific outcome to be changed, measure of change, baseline and target data in alignment with the ASCA National Model

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

Reflect on the following (maximum 250 words):

- 2.F1 How each annual student outcome goal addresses student success in achievement, attendance, or discipline

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

Upload:

- ASCA Classroom and Group Mindsets & Behaviors Action Plan

3.A ASCA Classroom and Group Mindsets & Behaviors

Action Plan (earn 1 point if descriptor met)

- 3.A1 ASCA Classroom and Group Mindsets & Behaviors Action Plan template used

3.B ASCA Classroom and Group Mindsets & Behaviors

Action Plan (earn 1 point if descriptor met)

- 3.B1 Specific classroom lessons identified for each grade level in the school.

3.C ASCA Classroom and Group Mindsets & Behaviors

Action Plan (earn 1 point if descriptor met)

- 3.C1 Small groups available for students with identified needs

3.D Reflection (2 Points possible: earn 1 point per example if descriptors met)

Reflect on the following (maximum 250 words per item):
Give two specific examples that demonstrate how an activity identified on the action plan fosters the development of the specific ASCA Mindsets & Behaviors standard to which it is attached.

3.D1 Example 1 demonstrates how identified activity fostered development of specified ASCA Mindsets & Behaviors standard.

3.D2 Example 2 demonstrates how identified activity fostered development of specified ASCA Mindsets & Behaviors standard.

4. ANNUAL ADMINISTRATIVE CONFERENCE – 5 points

Upload:

- Completed ASCA Annual Administrative Conference template for each school counselor
- Completed ASCA 5-Day Use-of-Time Calculators for each school counselor to document previous school year's use-of-time cited on template (one from first semester and one from second semester)
- Supporting documentation

4.A ASCA Annual Administrative Conference (earn 1 point if descriptor met)

- 4.A1 Annual Administrative Conference template used

4.B ASCA Annual Administrative Conference (earn 1 point if descriptors met)

- 4.B1 Conference was held and template signed by the school counselor and supervising administrator within the first two months of the school year
- 4.B2 All sections of each annual administrative conference template completed for each member of the school counseling department

4.C Use of Time from Previous School Year

Documentation Provided (earn 1 point if descriptors met)

- 4.C1 ASCA 5-Day Use-of-Time Calculator template used
- 4.C2 ASCA 5-Day Use-of-Time Calculator (one week from first semester and one week from second semester) for each school counselor from previous school year included

4.D Supporting Documentation Provided (earn 1 point if descriptors met)

- 4.D1 Date(s) and minutes of school counseling department meeting(s) to develop annual administrative conference plan (if more than one school counselor on site)
- 4.D2 Date(s) and minutes of school counselors/administrator meeting(s) describing discussions and decisions regarding components of annual administrative conference

4.E Reflection (earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

- 4.E1 How the school counseling department worked together to develop each school counselor's ASCA Annual Administrative Conference template
OR
How, as a solo school counselor, support for developing the ASCA Annual Administrative Conference template was gathered
- 4.E2 How the school counselor(s) advocates 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 ASCA Advisory Council Agenda templates
- First semester and second semester ASCA Advisory Council Minutes templates
- Supporting documentation

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

- 5.A1 Advisory council solely focused on the school counseling program
- 5.A2 List of all advisory council members and their stakeholder positions included
- 5.A3 Membership represents and includes (minimally): parents, teachers, school counselors, administrators, business/community members and students (if appropriate)
- 5.A4 Advisory council membership approximates recommended eight–20

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

- 5.B1 ASCA School Counseling Advisory Council agenda template used.
- 5.B2 First semester agenda specifies, at minimum, the following agenda items:
 - ▶ Data
 - ▶ annual student outcome goals
 - ▶ action plans
 - ▶ feedback/discussion
- 5.B3 Second semester agenda specifies, at minimum, the following agenda items:
 - ▶ results of annual student outcome goals
 - ▶ targeted classroom results
 - ▶ small-group results
 - ▶ closing-the-gap results

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

- 5.C1 ASCA School Counseling Advisory Council Minutes template used
- 5.C2 First semester minutes match agendas, using agenda items as outline for minutes.
- 5.C3 First semester minutes include summaries of all discussions and feedback for:
 - ▶ data
 - ▶ annual student outcome goals
 - ▶ action plans
 - ▶ other items on the agenda (if any)
- 5.C4 First semester minutes include specific feedback, suggestions, recommendations from members.

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

- 5.D1 ASCA School Counseling Advisory Council Minutes template used
- 5.D2 Second semester minutes match agendas, using agenda items as outline for minutes.
- 5.D3 Second semester minutes include summaries of all discussions and feedback for:
 - ▶ results of annual student outcome goals
 - ▶ targeted classroom results
 - ▶ small-group results
 - ▶ closing-the-gap results
 - ▶ other items on the agenda (if any)
- 5.D4 Second semester minutes include specific feedback, suggestions, recommendations from members.

5.E Supporting Documentation (earn 1 point if descriptor met)

- 5.E1 Presentations from all meetings included (PowerPoint, Prezi, video, etc.)

5.F Reflection (earn 1 point if descriptors met)

- Reflect on the following (maximum 250 words per item):
- 5.F1 Provide rationale for membership selection that is inclusive of all voices of the school community.
 - 5.F2 How the advisory council strengthens and improves the school counseling program.

6. CALENDARS (ANNUAL AND WEEKLY) – 5 points

Upload:

- Completed ASCA Annual Calendar template
- Two weekly calendars (one from first semester, one from second semester) for each school counselor

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

6.A1 ASCA Annual Calendar template used

6.B Annual Calendar (earn 1 point if descriptor met)

6.B1 All activities from ASCA Classroom and Group Mindsets & Behaviors Action Plan, ASCA 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 Weekly Calendars (earn 1 point if descriptors met)

6.C1 Two weeks (second semester and first semester) for each school counselor included

6.C2 Each entry detailed with intended audience, topic, delivery type (direct, indirect, program planning and school support, and non-school-counseling tasks) and start/stop time

6.D Weekly Calendars (earn 1 point if descriptors met)

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

6.D2 Actual percentages on weekly calendars approximate use-of-time plan for current school year on corresponding ASCA Annual Administrative Conference template or rationale for lack of approximation

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 descriptor met)

Reflect on the following (maximum 250 words):

6.E1 How the annual and weekly calendars were shared with administrators, teachers and other stakeholders

7. LESSON PLANS (CLASSROOM AND GROUP) – 5 points

Upload:

- Mindsets & Behaviors pre-/post-assessments
 - Pre-test - administered before each stand-alone lesson OR before the first lesson/group session
 - Post-test - administered after each stand-alone lesson OR after last lesson of unit/group session

7.A Classroom Lesson Plans (earn 1 point if descriptors met)

- 7.A1 ASCA Lesson Plan template used for three classroom lessons (three stand-alone or three lessons from a unit)
- 7.A2 No more than three ASCA Mindsets & Behaviors selected for individual lessons or for a unit of three lessons
- 7.A3 Each ASCA Mindset & Behavior identified is operationalized through one or more measurable learning objective/competency statement.
- 7.A4 Learning objectives promote attainment of selected ASCA Mindsets & Behaviors
- 7.A5 Procedure components of lesson plan clearly state and support attainment of identified ASCA Mindsets & Behaviors
- 7.A6 One Mindsets & Behaviors assessment uploaded for each of the three stand-alone lessons (for a total of three Mindsets & Behaviors assessments) or one Mindsets & Behaviors assessment uploaded for unit of three lessons

7.B Classroom Lessons Data Collection Plan(s) (earn 1 point if descriptors met)

- 7.B1 Participation data plan identifies expected number of students who will participate and planned length of lessons
- 7.B2 Mindsets & Behaviors data collection plan utilizes pre-/post-assessment (a Mindsets & Behavior plan for each of the three stand-alone lessons or a Mindsets & Behaviors plan for a unit of three lessons)
- 7.B3 Mindsets & Behaviors data assessment instrument(s) are designed to measure attainment of learning objectives
- 7.B4 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.C Small-Group Lesson Plans (earn 1 point if descriptors met)

- 7.C1 ASCA Lesson Plan template used for all small-group sessions
- 7.C2 Small group includes minimum of four sessions and three–12 students; provide lesson plans for all sessions of group
- 7.C3 No more than three ASCA Mindsets & Behaviors selected for the entire small group experience (not three per session)
- 7.C4 Each ASCA Mindset & Behavior identified is operationalized through one or more measurable learning objective/competency statement.
- 7.C5 Learning objectives promote attainment of selected ASCA Mindsets & Behaviors
- 7.C6 Procedure components of lesson plan clearly stated and promote attainment of identified ASCA Mindsets & Behaviors
- 7.C7 Mindsets & Behaviors assessment uploaded

7.D Small-Group Data Collection Plan (earn 1 point if descriptors met)

- 7.D1 Participation data plan identifies expected number of students who will participate and planned length of lessons
- 7.D2 Mindsets & Behaviors data collection plan utilizes pre-/post-assessment
- 7.D3 Mindsets & Behaviors data assessment is designed to measure attainment of learning objectives
- 7.D4 Outcome data collection plan details the specific academic, attendance or disciplinary data to be analyzed

7.E Reflection on Classroom and Small-Group Lessons (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 7.E1 How the selected ASCA Mindsets & Behaviors inform lesson content

8. CLASSROOM INSTRUCTION RESULTS REPORT – 7 points

Upload:

- Mindsets & Behaviors data results graph
- Outcome data results graph

8.A Classroom Lessons Results Report (earn 1 point if descriptors met)

- 8.A1 ASCA Classroom and Group Mindsets & Behaviors Results Report template used

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

- 8.B1 Number of participants identified
- 8.B2 Length of lessons identified
- 8.B3 Number of lessons identified

8.C Classroom Lessons Mindsets & Behavior Data

(earn 1 point if descriptors met)

- 8.C1 Pre-intervention data provided
- 8.C2 Post-intervention data provided

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

- 8.D1 Baseline data included
- 8.D2 Final data included
- 8.D3 Percent change included

8.E Mindsets & Behaviors Data Results Graph(s)

(earn 1 point if descriptors met)

- 8.E1 Graph(s) includes title, labeled axes and data points
- 8.E2 Graph(s) depicts average student responses from Mindsets & Behaviors assessments collected before and after lessons/unit
- 8.E3 Graph(s) conveys impact on students at a glance

8.F Outcome Data Results Graph(s) (earn 1 point if descriptors met)

- 8.F1 Graph(s) includes title, labeled axes and data points
- 8.F2 Graph(s) summarizes outcome baseline and final data
- 8.F3 Graph(s) conveys impact on students at a glance

8.G Reflection (earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

- 8.G1 How the instruction facilitated attainment of identified ASCA Mindsets & Behaviors
- 8.G2 How the lessons/unit could be improved (e.g., consider timing, lesson length, student access and identified barriers)

9. SMALL-GROUP RESULTS REPORT – 7 points

Upload:

- ASCA Mindsets & Behaviors data results graph
- Outcome data results graph

9.A Small-Group Results Report (earn 1 point if descriptor met)

- 9.A1 ASCA Classroom and Group Mindsets & Behaviors Results Report template used

9.B Small-Group Participation Data (earn 1 point if descriptors met)

- 9.B1 Number of participants identified
- 9.B2 Length of sessions identified
- 9.B3 Number of sessions identified

9.C Small-Group Mindsets & Behavior Data (earn 1 point if descriptors met)

- 9.C1 Pre-intervention data provided
- 9.C2 Post-intervention data provided

9.D Small-Group Outcome Data (earn 1 point if descriptors met)

- 9.D1 Baseline data included
- 9.D2 Final data included
- 9.D3 Percent change included

9.E Mindsets & Behaviors Data Results Graph(s)

(earn 1 point if descriptors met)

- 9.E1 Graph(s) includes title, labeled axes and data points
- 9.E2 Graph(s) depicts average student responses from Mindsets & Behaviors assessments collected before and after small-group sessions completed
- 9.E3 Graph(s) conveys impact on students at a glance

9.F Outcome Data Results Graph(s) (earn 1 point if descriptors met)

- 9.F1 Graph(s) includes title, labeled axes and data points
- 9.F2 Graph(s) summarizes outcome baseline and final data
- 9.F3 Graph(s) conveys impact on students at a glance

9.G Reflection (earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

- 9.G1 How the instruction facilitated attainment of identified ASCA Mindsets & Behaviors
- 9.G2 How the group could be improved (e.g., consider timing, number of sessions, session length, student access and identified barriers)

10. CLOSING-THE-GAP ACTION PLAN/RESULTS REPORT – 8 points

Upload:

- Mindsets & Behaviors data results graph
- Outcome data results graph

10.A Closing-the-Gap Action Plan/Results Report

(earn 1 point if descriptor met)

10.A1 ASCA Closing-the-Gap Action Plan/Results Report template used

10.B Closing-the-Gap Goal Statement

(earn 1 point if descriptors met)

10.B1 Goal addresses a gap demonstrated in student achievement, attendance or discipline data.

10.B2 Goal statement includes only: end date, target group with multiple descriptors, description of specific outcome to be changed, measure of change, baseline and target data in alignment with the ASCA National Model

10.C Closing-the-Gap Action Plan

(earn 1 point if descriptors met)

10.C1 No more than two ASCA Mindsets & Behaviors selected

10.C2 Mindsets & Behaviors survey items (pre-/post-assessment) support attainment of the standard(s) selected

10.C3 Direct student services identified and support closing the gap

10.C4 Indirect student services identified and support closing the gap

10.D Data Collection Plan

(earn 1 point if descriptors met)

10.D1 Participation: anticipated number of students identified

10.D2 Mindsets & Behaviors: pre-intervention data averages provided

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

10.E Results Data

(earn 1 point if descriptors met)

10.E1 Participation: number of students served

10.E2 Mindsets & Behaviors: post-intervention data averages provided

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

10.E4 Outcome: percent change provided

10.F Mindsets & Behaviors Data Results Graph(s)

(earn 1 point if descriptors met)

10.F1 Graph(s) are clear (includes title, labeled axes and data points)

10.F2 Graph(s) depict average student responses from Mindsets & Behaviors assessments collected before and after interventions

10.F3 Graph(s) conveys impact on students at a glance.

10.G Outcome Data Results Graph(s)

(earn 1 point if descriptors met)

10.G1 Graph(s) are clear (includes title, labeled axes and data points)

10.G2 Graph(s) summarizes outcome baseline and final data

10.G3 Graph(s) conveys impact on students at a glance.

10.H Reflection

(earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

10.H1 How the interventions facilitated attainment of identified ASCA Mindsets & Behaviors

10.H2 How the interventions could be improved (e.g., consider timing, number and type of services, student access and identified barriers)

