



Recognized ASCA Model Program (RAMP) Scoring Rubric

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.

Note: Following FERPA guidelines, we are unable to accept personally identifiable information about students. If this information is found in a RAMP application, the application will be rejected and deleted.

3RD EDITION MODIFICATIONS FOR OCTOBER 2021 SUBMISSIONS

Section 1: Vision Statement	No modifications
Section 2: Mission Statement	No modifications
Section 3: School Counseling Program Goals	No modifications
Section 4: Mindsets & Behaviors for Student Success	Modifications applied
■ Scoring will be based on core curriculum (CC) and closing-the-gap (CTG) entries only.	
Section 5: Annual Agreement	No modifications
Section 6: Advisory Council	No modifications
Section 7: Calendars	Modifications applied
■ Scoring of delivery method will be based on individual (I) and core curriculum (CC) entries only.	
Section 8: Core Curriculum and Lesson Plans	No modifications
Section 9: Core Curriculum and Lesson Plans Results Report	No modifications
Section 10: Small-Group Responsive Services	Modifications applied
■ No submissions required	
Section 11: Closing-the-Gap Results Report	No modifications
Section 12: Program Reflection	Modifications applied
■ Not required.	

SECTION 1: VISION STATEMENT – 3 Points

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

The school counseling vision statement:

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

Include:

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

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

The narrative addresses:

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

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

3 Points/Exemplary:

- 1-3.A The vision statement creates a clear picture of success for all students that fulfills all three of the below criteria to the highest extent.
 - 1-3.A1 Describes the future world where student outcomes are successfully achieved.
 - 1-3.A2 States the best possible outcomes desired for all students that are five to 15 years away.
 - 1-3.A3 Aligns with the school and district vision statement or the narrative explains why they are not included.
- 1-3.B The narrative includes a highly detailed explanation, including specific examples, of:
 - 1-3.B1 The process for developing the vision statement.
 - 1-3.B2 How the beliefs influenced the vision statement development.
 - 1-3.B3 How the vision statement drives the school counseling program
- 1-3.C Included are:
 - 1-3.C1 The school counseling program's beliefs
 - 1-3.C2 The school vision statement (if available)
 - 1-3.C3 The district vision statement (if available)

2 Points/Satisfactory:

- 1-2.A The vision statement creates a satisfactory picture of success for all students that fulfills at least two of the below criteria.
 - 1-2.A1 Describes the future world where student outcomes are successfully achieved.
 - 1-2.A2 States the best possible outcomes desired for all students that are five to 15 years away.
- 1-2.B The narrative provides a general explanation, which may not include examples, of how:
 - 1-2.B1 The vision statement was developed.
 - 1-2.B2 The beliefs influenced the development of the vision statement.
 - 1-2.B3 The vision statement drives the school counseling program.
- 1-2.C Included may be:
 - 1-2.C1 The school counseling program's beliefs.
 - 1-2.C2 The school vision statements (if available).
 - 1-2.C3 The district vision statement (if available).

1 Point/Inadequate:

- 1-1.A The vision statement lacks focus and does not create a picture of success for all students and does not address the criteria. The focus is not on students, but rather on school counselors and/or the school counseling program. The statement is current-oriented rather than future-oriented.
- 1-1.B The narrative provides little or no explanation for how the vision statement was developed and how the beliefs influenced the development of the vision statement.
- 1-1.C The school counseling program's beliefs and school and district vision statements (if available) may be included.

SECTION 2: MISSION STATEMENT – 3 Points

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

The school counseling mission statement:

- Describes the school counseling program’s overarching focus or purpose.
- Aligns with the school’s mission statement and may show linkages to district and state department of education mission statements.
- Ensures all students benefit in the implementation of the comprehensive school counseling program.
 - Emphasizes equity, access and success for every student.
 - Emphasizes long-range results for every student.

The narrative includes:

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

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

3 Points/Exemplary:

- 2-3.A The mission statement creates a clear focus for the school counseling program to reach the vision and fulfills all below criteria to the highest extent.
- 2-3.B Describes the school counseling program’s overarching focus or purpose.
 - 2-3.B1 Aligns with the school’s mission statement and may show linkages to district and state department of education mission statements.
 - 2-3.B2 Emphasizes equity, access and success for every student.
 - 2-3.B3 Indicates the long-range results desired for all students.

Example:

8-6.C3a

8 = RAMP Component

6 = Points

C = One of key elements of component

3 = Detail about the key component

a = Additional information needed for the key component

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

2 Points/Satisfactory:

- 2-2.A The mission statement creates a direction for the school counseling program and addresses the below criteria.
- 2-2.B Describes the school counseling program’s overarching focus or purpose.
 - 2-2.B1 Aligns with the school’s mission statement and may show linkages to district and state department of education mission statements.
 - 2-2.B2 References equity, access and success for every student.
 - 2-2.B3 Indicates the long-range results desired for all students.
- 2-2.C The narrative provides a general explanation, which may not provide specific examples, of how:
 - 2-2.C1 The mission statement was developed.
 - 2-2.C2 The program addresses equity, access and success for every student.
 - 2-2.C3 The program addresses the long-range results for every student.
- 2-2.D The school’s mission statement is included (if available).

1 Point/Inadequate:

- 2-1.A The mission statement lacks focus and minimally addresses the criteria and the focus.
- 2-1.B The narrative provides little or no explanation for how:
 - 2-1.B1 The mission statement was developed.
 - 2-1.B2 The program addresses equity, access and success for every student.
 - 2-1.B3 The program addresses the long-range results for every student.
- 2-1.C A copy of the school’s mission statement may be included.

SECTION 3: SCHOOL COUNSELING PROGRAM GOALS – 6 Points

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

The program goals:

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

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

The narrative addresses how the goals:

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

Supporting documentation isn’t required but may be submitted to clarify the goal selection and related data or validate the program’s goal priorities. Supporting documentation may include one or more of the following:

- The school data profile (pages 24-35 of the “ASCA National Model Implementation Guide”).
- Completed SMART goal template (one per goal).
- School improvement plan goals.
- Other school or district generated data.

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

6 Points/Exemplary:

The school counseling program goals:

- 3.6.A Focus attention on a component of outcome data (achievement, attendance, behavior).
- 3-6.B Align with the school counseling program’s vision and mission.
- 3-6.C Fulfill all criteria:
 - 3.6.C1 Address achievement, attendance and/or behavior.

- 3-6.C2 Are based on school outcome data (school data profiles, school improvement plans, data analysis reports).
- 3-6.C3 Are written in SMART format (including baseline and target data).

- 3-6.D Are unmistakably linked to the school’s data and needs (supporting documentation encouraged but not required).
- 3-6.E Are excellent statements about desirable student outcomes toward which the program is willing to devote resources.
- 3-6.F Do not include extraneous information within the goal statement.
- 3-6.G Narrative includes highly detailed explanations, including specific examples, about:
 - 3-6.G1 The process for developing the goals.
 - 3-6.G2 How goals address student learning and/or student inequalities.
 - 3-6.G3 How goals are founded in data.
 - 3-6.G4 Why goals are important to the school.

5 Points/Accomplished:

The school counseling program goals:

- 3-5.A Focus attention on a component of outcome data (achievement, attendance, behavior).
- 3-5.B Align with the school counseling vision and mission.
- 3-5.C Address all criteria.
 - 3-5.C1 Address achievement, attendance and/or behavior.
 - 3-5.C2 Are based on school outcome data (school data profiles, school improvement plans, data analysis reports).
 - 3-5.C3 Are in SMART goal format.
- 3-5.D Are clearly linked to the school’s data. (Supporting documentation encouraged but not required.)
- 3-5.E Are strong statements about desirable student outcomes toward which the program is willing to devote resources.
- 3-5.F Narrative includes detailed explanation about:
 - 3-5.F1 The process for developing the goals.
 - 3-5.F2 How they address student learning and/or student inequalities.
 - 3-5.F3 How they are founded in data.

4 Points/Satisfactory:

The school counseling program goals:

- 3-4.A Focus attention on a component of outcome data (achievement, attendance, behavior).
- 3-4.B Align with the school counseling vision and mission.
- 3-4.C Address criteria.
 - 3-4.C1 Address achievement, attendance and/or behavior.
 - 3-4.C2 Are based on school outcome data (school data profiles, school improvement plans, data analysis reports).
 - 3-4.C3 Are in SMART goal format.
- 3-4.D Are linked to the school's data. (Supporting documentation encouraged but not required.)
- 3-4.E Narrative includes an explanation about:
 - 3-4.E1 The process for developing the goals.
 - 3-4.E2 How goals address student learning and/or student inequalities.
 - 3-4.E3 How goals are related to the school's data.

3 Points/Minimally Satisfactory

The school counseling program goals:

- 3-3.A Focus attention on issues related to students' attitudes, skills and knowledge and are not clearly linked to outcome data (achievement, attendance, behavior).
- 3-3.B May align with the school counseling vision and mission.
- 3-3.C Do not address all criteria.
 - 3-3.C1 Address achievement, attendance and/or behavior.
 - 3-3.C2 Are based on school outcome data.
 - 3-3.A Are in SMART goal format.
- 3-3.D Are weakly linked to the school's outcome data or are based on data other than achievement, attendance and/or behavior.
- 3-3.E Narrative mentions but does not explain:
 - 3-3.E1 Process for developing the goals.

- 3-3.E2 How they address student learning and/or student inequalities.
- 3-3.E3 A data/goal link.

2 Points/Emerging:

The school counseling program goals:

- 3-2.A May focus attention on issues related to students' attitudes, skills and knowledge and are not linked to outcome data (achievement, attendance, behavior).
- 3-2.B May align with the school counseling vision and mission.
- 3-2.C Are not linked to the school's data.
- 3-2.D Narrative:
 - 3-2.D1 Lacks a summary of the process for developing the goals
 - 3-2.D2 Does not link goal to student learning and/or student inequalities.
 - 3-2.D3 Does not address data.

1 Point/Inadequate:

The school counseling program goals:

- 3-1.A Do not focus attention on issues related to achievement, attendance and/or behavior.
- 3-1.B Do not align with the school counseling vision and mission.
- 3-1.C Do not address the criteria.
- 3-1.D Are not linked to the school's data.
- 3-1.E Narrative:
 - 3-1.E1 Focuses on content related to goals (e.g. strategies to implement)
 - 3-1.E2 Provides little or no information about:
 - ▶ 3-1.E2a Process for developing the goals.
 - ▶ 3-1.E2b How they address student learning and/or student inequalities.
 - ▶ 3-1.E2c How they are founded in data.

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

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

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

Required:

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

The narrative addresses:

- How the ASCA Mindsets & Behaviors were intentionally and carefully selected.
- How they serve as the foundation for core curriculum, small groups, closing-the-gap.
- How they are reviewed or revised each year.

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

4 Points/Exemplary:

- 4-4.A The ASCA Mindsets & Behaviors planning tool:
 - 4-4.A1 Clearly indicates which ASCA Mindsets & Behaviors are addressed at which grade level.
 - 4-4.A2 Clearly indicates how each is addressed (core curriculum-CC, small group SG, closing the gap-CTG).
- 4-4.B All grade levels have specific standards.
- 4-4.C The narrative provides a highly detailed explanation, which includes specific examples, for how the ASCA Mindsets & Behaviors:
 - 4-4.C1 Were intentionally and carefully selected.
 - 4-4.C2 Serve as the foundation for core curriculum, small-group, closing-the-gap activities.
 - 4-4.C3 Are reviewed or revised each year.

3 Points/Accomplished:

- 4-3.A The ASCA Mindsets & Behaviors planning tool:
 - 4-3.A1 Indicates which ASCA Mindsets & Behaviors are addressed at which grade level.
 - 4-3.A2 Indicates how each is addressed (core curriculum-CC, small group SG, closing the gap-CTG).
- 4-3.B Most grade levels have specific standards.
- 4-3.C The narrative provides a detailed explanation for how the ASCA Mindsets & Behaviors:
 - 4-3.C1 Were selected.
 - 4-3.C2 Serve as the foundation for most core curriculum, small-group, closing-the-gap activities.
 - 4-3.C3 Are reviewed or revised each year.

2 Points/Minimally Satisfactory:

- 4-2.A The ASCA Mindsets & Behaviors planning tool indicates which ASCA Mindsets & Behaviors are addressed.
- 4-2.B Some grade levels have specific standards.
- 4-2.C The narrative provides an explanation for how the ASCA Mindsets & Behaviors:
 - 4-2.C1 Were selected.
 - 4-2.C2 Serve as the foundation for some core curriculum, small-group, closing-the-gap activities.
 - 4-2.C3 Are reviewed or revised each year.

1 Point/Inadequate:

- 4-1.A The ASCA Mindsets & Behaviors planning tool indicates which ASCA Mindsets & Behaviors are addressed.
- 4-1.B The narrative may provide an explanation for how the ASCA Mindsets & Behaviors:
 - 4-1.B1 Were selected.
 - 4-1.B2 Are reviewed or revised each year.

SECTION 5: ANNUAL AGREEMENT – 5 Points

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

- Include an annual agreement for each school counselor.
- Must use the annual agreement template found at www.schoolcounselor.org/RAMPtemplates.
- The annual agreement must be created and signed (original signatures) by the school counselor and supervising administrator within the first two months of the school year.
- The percentages of use of time may vary with individual school counselor assignments but reflect the total percentage of time (80 percent) for direct and indirect services.
- Reflects the school counseling program's mission and program goals.
- Lists the school counselor's specific responsibilities within the school counseling program, such as student caseload and program components or activities.
- Identifies areas for professional development for the school counselor (may be related to program or closing-the-gap goals).

The narrative addresses:

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

Supporting documentation may include one of more of the following:

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

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

5 Points/Exemplary:

- 5-5.A The application includes an annual agreement for each school counselor using the ASCA template.
- 5-5.B The percentages may vary with individual assignments but reflect the total percentage of time (80 percent) for direct and indirect services. Strong rationale must be provided if use of time does not align with the 80/20 recommendation.

- 5-5.C Each annual agreement:
 - 5-5.C1 Was created and signed by the school counselor and supervising administrator within the first two months of the school year.
 - 5-5.C2 Identifies the school counseling program's mission statement and program goals.
 - 5-5.C3 Lists the school counselor's specific responsibilities within the school counseling program and scope of work.
 - 5-5.C4 Identifies areas for professional development for each school counselor.
- 5-5.D Strong supporting documentation is provided. May include one of more of the following:
 - 5-5.D1 Use-of-time assessments.
 - 5-5.D2 Charts/graphs of time usage.
 - 5-5.D3 Date(s) and minutes of school counseling department meetings (if more than one school counselor on site).
 - 5-5.D4 Date(s) and minutes of school counselor/administrator meetings.
- 5-5.E The narrative provides a highly detailed explanation, which includes specific examples, about:
 - 5-5.E1 The formal discussion among members of the school counseling department (when more than one school counselor on site).
 - 5-5.E2 The formal discussion between the school counselor(s) and principal.
 - 5-5.E3 Compelling rationale of the school counselor's use of time in support of the program goals and the comprehensive school counseling program.
 - 5-5.E4 How the decision to distribute duties among the school counseling staff was made or how school counselor duties/responsibilities were determined (when single school counselor on site).

4 Points/Accomplished:

- 5-4.A The application includes an annual agreement for each school counselor using the ASCA template.
- 5-4.B The percentages may vary with individual assignments but reflect the total percentage of time (80 percent) for direct and indirect services. Rationale must be provided if use of time doesn't align with the 80/20 recommendation.
- 5-4.C Each annual agreement:
 - 5-4.C1 Was created and signed by the school counselor and supervising administrator within the first two months of the school year.
 - 5-4.C2 Identifies the school counseling program's mission statement and program goals.
 - 5-4.C3 Lists the school counselor's specific responsibilities within the school counseling program and scope of work.
 - 5-4.C4 Identifies areas for professional development for each school counselor.

- 5-4.D The narrative provides a detailed explanation about:
 - 5-4.D1 The formal discussion among members of the school counseling department (when more than one school counselor on site).
 - 5-4.D2 The formal discussion between the school counselor(s) and principal
 - 5-4.D3 Explanation of the school counselor's use of time in support of the program goals and the comprehensive school counseling program.
 - 5-4.D4 How the decision to distribute duties among the school counseling staff was made or how school counselor duties/responsibilities were determined (when single school counselor on site).

3 Points/Satisfactory:

- 5-3.A The application includes an annual agreement for each school counselor using the ASCA template.
- 5-3.B The percentages may vary with individual assignments but approximate the total percentage of time (80 percent) for direct and indirect services. Minimally adequate explanation provided when the use of time does not align with the 80/20 recommendation.
- 5-3.C Each annual agreement:
 - 5-3.C1 Was created and signed by the school counselor and supervising administrator within the first two months of the school year.
 - 5-3.C2 Identifies the school counseling program's mission statement and program goals.
 - 5-3.C3 Lists the school counselor's specific responsibilities within the school counseling program and scope of work
 - 5-3.C4 Identifies areas for professional development for each school counselor.
- 5-3.D The narrative provides an explanation about:
 - 5-3.D1 The formal discussion among members of the school counseling department (when more than one school counselor on site).
 - 5-3.D2 The formal discussion between the school counselor(s) and principal.
 - 5-3.D3 Explanation of the school counselor's use of time in support of the program goals and the comprehensive school counseling program.
 - 5-3.D4 How the decision to distribute duties among the school counseling staff was made or how school counselor duties/responsibilities were determined (when single school counselor on site).

2 Points/Emerging:

- 5-2.A The application includes an annual agreement for each school counselor. May or may not use the ASCA template.

- 5-2.B The percentages may vary with individual assignments but approximate the total percentage of time (80 percent) for direct and indirect services. Inadequate explanation provided when the use of time does not align with the 80/20 recommendation.
- 5-2.C Each annual agreement:
 - 5-2.C1 Was not created and signed by the school counselor and supervising administrator within the first two months of the school year.
 - 5-2.C2 May or may not identify the school counseling program's mission statement and program goals.
 - 5-2.C3 May or may not list the school counselor's specific responsibilities within the school counseling program and scope of work
 - 5-2.C4 May or may not identify areas for professional development for each school counselor.
- 5-2.D The narrative provides explanation about:
 - 5-2.D1 The discussion between the school counselor(s) and principal
 - 5-2.D2 How the decision to distribute duties among the school counseling staff was made or how school counselor duties/responsibilities were determined (when single school counselor on site).

1 Point/Inadequate:

- 5-1.A ASCA template not used and no explanation provided.
- 5-1.B Not all school counselors submitted an annual agreement.
- 5-1.C The percentage of time does not align with the recommended percentage of time for direct/indirect student services and program planning/school support and no explanation provided.
- 5-1.D Each annual agreement:
 - 5-1.D1 Was not signed within the first two months of the school year and the narrative does not explain.
 - 5-1.D2 Does not reflect the school counseling program's mission statement and program goals.
- 5-1.E The narrative:
 - 5-1.E1 Does not provide a rationale of the school counselor's use of time in support of the program goals.
 - 5-1.E2 Does not reference a discussion between the school counselor and principal.
 - 5-1.E3 Does not explain how the decision to distribute duties among the school counseling staff was made.

SECTION 6: ADVISORY COUNCIL – 5 Points

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

Include:

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

The narrative addresses:

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

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

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

5 Points/Exemplary:

- 6-5.A The school counseling advisory council:
 - 6-5.A1 Includes representatives from core stakeholder groups of parents, teachers, administrators, community members and may include students and school board members.
 - 6-5.A2 Is solely focused on the school counseling program.
- 6-5.B Highly detailed agendas and minutes from at least two meetings (one from the fall and one from the spring) are included.
- 6-5.C Quality supporting documentation (e.g. PowerPoint, Prezi, handouts, data charts/graphs, infographics, etc.) shared at the advisory council meetings is included.
- 6-5.D The minutes:
 - 6-5.D1 Provide evidence that the advisory council provided input on the school counseling program's goals and activities.

- 6-5.D2 Provide evidence that the results and implications of the program goals and activities were presented to and discussed with the council.
- 6-5.D3 Reflect a meaningful discussion.

■ 6-5.E The narrative:

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

4 Points/Accomplished:

- 6-4.A The school counseling advisory council:
 - 6-4.A1 Includes representatives from core stakeholder groups of parents, teachers, administrators, community members and may include students and school board members.
 - 6-4.A2 Is solely focused on the school counseling program.
- 6-4.B Detailed agendas and minutes from at least two meetings (one from the fall and one from the spring) are included.
- 6-4.C Supporting documentation (e.g. PowerPoint, Prezi, handouts, data charts/graphs, infographics, etc.) shared at the advisory council meetings is included.
- 6-4.D The minutes:
 - 6-4.D1 Provide evidence that the advisory council provided input on school counseling program's goals and activities.
 - 6-4.D2 Provide evidence that the results and implications of the program goals and activities were presented to and discussed with the advisory council.
 - 6-4.D3 Reflect a meaningful discussion.
- 6-4.E The narrative:
 - 6-4.E1 Provides an explanation of how the advisory council was developed.
 - 6-4.E2 Provides an explanation about how advisory council members were selected.
 - 6-4.E3 Addresses how the advisory council provides input to and feedback on the school counseling program's goals and activities.

3 Points/Satisfactory:

- 6-3.A The school counseling advisory council:
 - 6-3.A1 Includes representatives from stakeholder groups.
 - 6-3.A2 May not be solely focused on the school counseling program.

- 6-3.B Agendas and minutes from at least two meetings (one from the fall and one from the spring) are included.
- 6-3.C Supporting documentation (e.g. PowerPoint, Prezi, handouts, data charts/graphs, infographics, etc.) shared at the advisory council meetings is included.
- 6-3.D The minutes:
 - 6-3.D1 Provide some evidence that the advisory council provided input on the school counseling program's goals and activities.
 - 6-3.D2 Provide some evidence that the results and implications of the program goals and activities were presented to and discussed with the council.
- 6-3.E The narrative:
 - 6-3.E1 Provides an explanation of how the advisory council was developed.
 - 6-3.E2 Provides an explanation about how advisory council members were selected.
 - 6-3.E3 Addresses how the advisory council provides input to and feedback on the school counseling program's goals and activities.

2 Points/Emerging:

- 6-2.A The school counseling advisory council:
 - 6-2.A1 Includes representatives from some stakeholder groups.
 - 6-2.A2 May not be solely focused on the school counseling program.

- 6-2.B An agenda and minutes from at least one meeting are included.
- 6-2.C The minutes:
 - 6-2.C1 Provide minimal evidence that the advisory council provided input on the school counseling program's goals and activities.
 - 6-2.C2 Provide minimal evidence that the results and implications of the program goals and activities were presented to and discussed with the council.

1 Point/Inadequate:

- 6-1.A The school counseling advisory council:
 - 6-1.A1 Includes representatives from few stakeholder groups.
 - 6-1.A2 May not be solely focused on the school counseling program.
- 6-1.B An agenda and minutes from at least one meeting may be included.
- 6-1.C The minutes:
 - 6-1.C1 Provide little evidence that the advisory council provided input on the school counseling program's goals and activities.
 - 6-1.C2 Provide little evidence that the results and implications of the program goals and activities were presented to and discussed with the council.

SECTION 7: CALENDARS – 5 Points

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

Include:

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

The weekly calendars include:

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

The narrative explains:

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

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

5 Points/Exemplary:

- 7-5.A The annual calendar is highly detailed (includes specific examples with dates and times for major activities) and documents all activities, events and services within the comprehensive school counseling program. Activities demonstrate commitment to all students.
- 7-5.B Two weekly calendars for each school counselor – one from fall semester and one from spring semester – are included.

- 7-5.C The weekly calendars include:
 - 7-5.C1 Dates and highly detailed information.
 - ▶ 7-5.C1a Delivery method (core curriculum-CC, small group-SG, individual-I).
 - 7-5.C2 Specific topic addressed (e.g. bullying, peer relationships, postsecondary preparation).
 - 7-5.C3 Percentage of time for direct/indirect student services and program management/school support. Should align with the annual agreement. Strong rationale must be provided in the narrative if use of time in the calendars doesn’t align with the annual agreements.
- 7-5.D The narrative:
 - 7-5.D1 Describes how the annual and weekly calendars are developed.
 - 7-5.D2 Describes how priorities are identified.
 - 7-5.D3 Provides details about the collaborative conversations between school counselors, with administrators and other staff.
 - 7-5.D4 Details how the annual and weekly calendars are shared with stakeholders.
 - 7-5.D5 Explains how the annual and weekly calendars are adjusted based on information or situations arising during the school year.

4 Points/Accomplished:

- 7-4.A The annual calendar is detailed and documents all activities, events and services within the comprehensive school counseling program. Activities demonstrate commitment to all students.
- 7-4.B Two weekly calendars for each school counselor – one from fall semester and one from spring semester – are included.
- 7-4.C The weekly calendars include:
 - 7-4.C1 Dates and detailed information.
 - ▶ 7-4.C1a Delivery method (core curriculum-CC, small group-SG, individual-I).
 - 7-4.C2 Specific topic addressed (e.g. bullying, peer relationships, postsecondary preparation).
 - 7-4.C3 Percentage of time for direct/indirect student services and program management/school support. Closely aligns with the annual agreement. Rationale must be provided in the narrative if use of time in the calendars doesn’t align with the annual agreements.
- 7-4.D The narrative:
 - 7-4.D1 Describes how the annual and weekly calendars are developed
 - 7-4.D2 Describes how priorities are identified.
 - 7-4.D3 Provides details about the collaborative conversations between school counselors, with administrators and other staff.
 - 7-4.D4 Details how the annual and weekly calendars are shared with stakeholders.
 - 7-4.D5 Explains how the annual and weekly calendars are adjusted based on information or situations arising during the school year.

3 Points/Satisfactory:

- 7-3.A The annual calendar documents all activities, events and services within the comprehensive school counseling program. Activities demonstrate commitment to all students.
- 7-3.B Two weekly calendars for each school counselor – one from fall semester and one from spring semester – are included.
- 7-4.C The weekly calendars include:
 - 7-4.C1 Detailed information.
 - ▶ 7-4.C1a Delivery method (core curriculum-CC, small group-SG, individual-I).
 - 7-4.C2 Percentage of time for direct/indirect student services and program management/school support. May align with the annual agreement.
- 7-4.D The narrative:
 - 7-4.D1 Describes how the annual and weekly calendars are developed
 - 7-4.D2 Describes how priorities are identified.
 - 7-4.D3 Explains how the annual and weekly calendars are shared with stakeholders.
 - 7-4.D4 Explains how the annual and weekly calendars are adjusted based on information or situations arising during the school year.

2 Points/Emerging:

- 7-2.A The annual calendar documents activities, events and services within the comprehensive school counseling program. Activities demonstrate commitment to students.

- 7-2.B Two weekly calendars for each school counselor – one from fall semester and one from spring semester – are included.
- 7-2.C The weekly calendars include:
 - General information.
 - Percentage of time for direct/indirect student services and program management/school support.
- 7-2.D The narrative:
 - 7-2.D1 Describes how the annual and weekly calendars are developed.
 - 7-2.D2 Notes that the annual and weekly calendars are shared.

1 Point/Inadequate:

- 7-1.A The annual calendar includes sparse or no details of a comprehensive school counseling program.
- 7-1.B The annual calendar shows no evidence of connection to the school counseling program goals and the program action plans (core curriculum, small group, closing the gap).
- 7-1.C The two weekly calendars (one from the fall and one from the spring) from each school counselor are not included
or
the two weekly calendars show little or no detail and little or no correlation with the percentage of time allocated to the delivery component in the annual agreement.

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

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

The action plan:

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

The lesson plans:

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

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

The narrative:

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

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

6 Points/Exemplary:

- 8-6.A The school counseling core curriculum action plan:
 - 8-6.A1 Includes all school counseling core curriculum lessons/activities for the school year.
 - 8-6.A2 Includes the data collection plan:
 - ▶ 8-6.A2a All lessons/activities have process and perception data collection plans.
 - ▶ 8-6.A2b All or almost all lessons/activities have outcome data collection plans.
 - 8-6.A3 Lessons in the plan address a variety of topics. Considers the school's unique needs based on:
 - ▶ 8-6.A3a Data
 - ▶ 8-6.A3b Developmental needs
 - ▶ 8-6.A3c ASCA Mindsets & Behaviors
 - ▶ 8-6.A3d Domains
- 8-6.B The three lesson plans:
 - 8-6.B1 Identify one to three ASCA Mindsets & Behaviors that drive the content.
 - 8-6.B2 Include a variety of teaching strategies (e.g. discussion, partner work, use of technology, role play, bibliocounseling, etc.).
 - 8-6.B3 Include a highly detailed plan for evaluation of:
 - ▶ 8-6.B3a Process data (number of students, number of lessons, length of lessons).
 - ▶ 8-6.B3b Perception data (changes in student attitudes, knowledge and skills).
 - ▶ 8-6.B3c Outcome data (changes in achievement, attendance and behavior).
 - 8-6.B4 Include any survey or instrument used to collect perception data for the three highlighted lessons.
 - 8-6.B5 Shared lessons are part of the core curriculum, which address all students. Strong rationale must be provided in the narrative if any student groups or grade levels are excluded.
- 8-6.C The narrative provides a highly detailed rationale, which includes specific examples, and explanation about how the school counseling core curriculum action plan:
 - 8-6.C1 Links to the school counseling program vision, mission and goals.
 - 8-6.C2 Is developed.
 - 8-6.C3 May include:
 - ▶ 8-6.C3a Developmental needs
 - ▶ 8-6.C3b Needs identified through data
 - ▶ 8-6.C3c ASCA Mindsets & Behaviors
 - ▶ 8-6.C3d Goals
 - ▶ 8-6.C3e Domains (academic, career, social/emotional)
 - 8-6.C4 Delivery is impeded or affected by any exceptions or unusual circumstances.
 - 8-6.C5 Will be delivered (e.g. collaborative delivery, teachers as advisors).

5 Points/Accomplished:

- 8-5.A The school counseling core curriculum action plan:
 - 8-5.A1 Includes school counseling core curriculum lessons/activities for the school year.
 - 8-5.A2 Includes the data collection plan:
 - ▶ 8-5.A2a All lessons have process and perception data collection plans.
 - ▶ 8-5.A2b Most lessons have outcome data collection plans.
 - 8-5.A3 Lessons in the plan address a variety of topics. Considers the unique needs of the school based on:
 - ▶ 8-5.A3a Data
 - ▶ 8-5.A3b Developmental needs
 - ▶ 8-5.A3c ASCA Mindsets & Behaviors
 - ▶ 8-5.A3d Domains
 - 8-5.B The three lesson plans:
 - 8-5.B1 Identify one to three ASCA Mindsets & Behaviors that drive the content.
 - 8-5.B2 Include a variety of teaching strategies (e.g. discussion, partner work, use of technology, role play, bibliocounseling, etc.).
 - 8-5.B3 Include a detailed plan for evaluation of:
 - ▶ 8-5.B3a Process data (number of students, number of lessons, length of lessons).
 - ▶ 8-5.B3b Perception data (changes in student attitudes, knowledge and skills, reflects selected ASCA Mindsets & Behaviors).
 - ▶ 8-5.B3c Outcome data (changes in achievement, attendance and behavior).
 - 8-5.B4 Include any survey or instrument used to collect perception data for the three highlighted lessons.
 - 8-5.B5 Include all students.
 - 8-5.C The narrative provides a detailed rationale and explanation about how the core curriculum action plan:
 - 8-5.C1 Links to the school counseling program vision, mission and goals.
 - 8-5.C2 Is developed.
 - 8-5.C3 May include:
 - ▶ 8-5.C3a Developmental needs
 - ▶ 8-5.C3b Needs identified through data
 - ▶ 8-5.C3c ASCA Mindsets & Behaviors
 - ▶ 8-5.C3d Goals
 - ▶ 8-5.C3e Domains (academic, career, social/emotional)
 - 8-5.C4 Delivery is impeded or affected by any exceptions or unusual circumstances.
 - 8-5.C5 Will be delivered (e.g. collaborative delivery, teachers as advisors).
- 8-4.A2 Includes the data collection plan:
 - ▶ 8-4.A2a Most lessons have process and perception data collection plans.
 - ▶ 8-4.A2b Some lessons have outcome data collection plans.
 - 8-4.A3 Lessons in the plan may address topics based on school needs.
- 8-4.B The three lesson plans:
 - 8-4.B1 Identify ASCA Mindsets & Behavior that drive the content.
 - 8-4.B2 Include a general plan for evaluation of:
 - ▶ 8-4.B2a Process data (number of students, number of lessons, length of lessons).
 - ▶ 8-4.B2b Perception data.
 - ▶ 8-4.B2c Outcome data (changes in achievement, attendance and behavior).
 - 8-4.B3 Include any survey or instrument used to collect perception data for the three highlighted lessons.
 - 8-4.B4 May not include all students and no explanation provided.
- 8-4.C The narrative provides a general rationale and explanation about how the school counseling core curriculum action plan:
 - 8-4.C1 Links to the school counseling program vision, mission and goals.
 - 8-4.C2 Is developed.
 - 8-4.C3 May include:
 - ▶ 8-4.C3a Developmental needs
 - ▶ 8-4.C3b Needs identified through data
 - ▶ 8-4.C3c ASCA Mindsets & Behaviors
 - ▶ 8-4.C3d Goals
 - ▶ 8-4.C3e Domains (academic, career, social/emotional)
 - 8-4.C4 Delivery is impeded or affected by any exceptions or unusual circumstances.
 - 8-4.C5 Will be delivered (e.g. collaborative delivery, teachers as advisors).

3 Points/Minimally Satisfactory

- 8-3.A The school counseling core curriculum action plan:
 - 8-3.A1 Includes school counseling core curriculum lessons/activities for the school year.
 - 8-3.A2 Includes the data collection plan for some lessons.
 - 8-3.A3 Lessons may address topics based on school needs.
- 8-3.B The three lesson plans:
 - 8-3.B1 Identify ASCA Mindsets & Behaviors.
 - 8-3.B2 Include a plan for evaluation.
 - 8-3.B3 May include any survey or instrument used to collect perception data for the three highlighted lessons.
 - 8-3.B4 May not include all students.

4 Points/Satisfactory:

- 8-4.A The school counseling core curriculum action plan:
 - 8-4.A1 Includes school counseling core curriculum lessons/activities for the school year.

- 8-3.C The narrative provides a general rationale and explanation about how the school counseling core curriculum action plan:
 - 8-3.C1 Links to the school counseling program vision, mission or goals.
 - 8-3.C2 Is developed.
 - 8-3.C3 Will be delivered (e.g. collaborative delivery, teachers as advisors).

2 Points/Emerging:

- 8-2.A The school counseling core curriculum action plan:
 - 8-2.A1 Includes some school counseling core curriculum lessons/activities for the school year.
 - 8-2.A2 Includes some data collection plan for some lessons.
- 8-2.B The three lesson plans may:
 - 8-2.B1 Identify ASCA Mindsets & Behaviors.
 - 8-2.B2 Include a plan for evaluation.
 - 8-2.B3 Include a survey or instrument used.
 - 8-2.B4 Exclude some groups of students.
- 8-2.C The narrative provides a general rationale and explanation about how the core curriculum action plan:
 - 8-2.C1 Links to the school counseling program vision, mission or goals.
 - 8-2.C2 Is developed.

1 Point/Inadequate:

- 8-1.A The school counseling core curriculum action plan:
 - 8-1.A1 Includes some school counseling core curriculum lessons/activities for the school year.
 - 8-1.A2 Includes limited data collection plan.
- 8-1.B The three lesson plans may not:
 - 8-1.B1 Identify ASCA Mindsets & Behaviors.
 - 8-1.B2 Include a plan for evaluation.
 - 8-1.B3 Include a survey or instrument used.
- 8-1.C The narrative may not discuss how the school counseling core curriculum action plan:
 - 8-1.C1 Links to the school counseling program vision, mission or goals.
 - 8-1.C2 Is developed.

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

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

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

The narrative:

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

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

6 Points/Exemplary:

The school counseling core curriculum results report analyzes the three lessons highlighted in Section 8.

- 9-6.A The school counseling core curriculum results report summarizes three classroom lessons.
- 9-6.B Process, perception and outcome data are included for the three lesson plans.
 - 9-6.B1 Process: includes how many students out of the original target group participated.
 - 9-6.B2 Perception: driven by selected ASCA Mindsets & Behavior and measuring attitudes, knowledge and skills acquired; with pre- and post-scores provided.
 - 9-6.B3 Outcome: linked to achievement, attendance and/or behavior; with pre- and post-scores provided.

- 9-6.C A quality graph or chart is included that:
 - 9-6.C1 Is clearly understood.
 - 9-6.C2 Summarizes the perception data collected.
 - 9-6.C3 Clearly conveys lesson impact on students.
- 9-6.D Implications explain how data results will help:
 - 9-6.D1 Deliver lessons more effectively (considering content, strategies, time).
 - 9-6.D2 Collect data more accurately (asking better questions based on quality content).
 - 9-6.D3 Target ASCA Mindsets & Behaviors.
 - 9-6.D4 Make decisions about which lessons to continue, add or discontinue.
- 9-6.E The narrative provides a highly detailed explanation, including specific examples:
 - 9-6.E1 Of the effectiveness of the lessons with specific reference to process, perception and outcome data collected.
 - 9-6.E2 How the results will inform future school counseling activities with compelling rationale for any recommendations/suggestions/decisions.
 - ▶ 9-6.E2a Ideas for improvement of delivery, content, timing, etc. may be included.
 - ▶ 9-6.E2b Commentary on continuation (or not) of content.

5 Points/Accomplished:

The school counseling core curriculum results report analyzes the three lessons highlighted in Section 8.

- 9-5.A The school counseling core curriculum results report summarizes three classroom lessons.
- 9-5.B Process, perception and outcome data are included for the three lesson plans.
 - 9-5.B1 Process: includes how many students out of the original target group participated.
 - 9-5.B2 Perception: driven by selected ASCA Mindsets & Behaviors and measuring attitudes, knowledge and skills acquired.
 - 9-5.B3 Outcome: linked to achievement, attendance and/or behavior.
- 9-5.C A quality graph or chart is included that:
 - 9-5.C1 Is clearly understood.
 - 9-5.C2 Summarizes the perception data collected.
 - 9-5.C3 Clearly conveys lesson impact on students.
- 9-5.D Implications explain how data results will help:
 - 9-5.D1 Deliver lessons more effectively (considering content, strategies, time).
 - 9-5.D2 Collect data more accurately (asking better questions based on quality content).
 - 9-5.D3 Target ASCA Mindsets & Behaviors.
 - 9-5.D4 Make decisions about which lessons to continue, add or discontinue.

- 9-5.E The narrative provides a detailed explanation:
 - 9-5.E1 Of the effectiveness of the lessons with specific reference to process, perception and outcome data collected.
 - 9-5.E2 How the results will inform future school counseling activities with compelling rationale for any recommendations/suggestions/decisions.
 - ▶ 9-5.E2a ideas for improvement of delivery, content, timing, etc. may be included.
 - ▶ 9-5.E2b commentary on continuation (or not) of content discussed.

4 Points/Satisfactory:

The school counseling core curriculum results report analyzes the three lessons highlighted in Section 8.

- 9-4.A The school counseling core curriculum results report summarizes three classroom lessons.
- 9-4.B Process, perception and outcome data are included for the three lesson plans.
 - 9-4.B1 Process: includes how many students.
 - 9-4.B2 Perception: driven by selected ASCA Mindsets & Behaviors and measuring attitudes, knowledge and skills acquired.
 - 9-4.B3 Outcome: linked to achievement, attendance and/or behavior.
- 9-4.C A graph or chart is included that:
 - 9-4.C1 Is understood.
 - 9-4.C2 Summarizes the perception data collected.
 - 9-4.C3 Conveys lesson impact on students.
- 9-4.D Implications explain how data results will help:
 - 9-4.D1 Deliver lessons more effectively (considering content, strategies, time).
 - 9-4.D2 Collect data more accurately (asking better questions based on quality content).
 - 9-4.D3 Make decisions about which lessons to continue, add or discontinue.
- 9-4.E The narrative provides a general explanation:
 - 9-4.E1 Of the effectiveness of the lessons with specific reference to process, perception and outcome data collected.

- 9-4.E2 How the results will inform future school counseling activities with compelling rationale for any recommendations/suggestions/decisions
 - ▶ 9-4.E2a Ideas for improvement of delivery, content, timing, etc. may be included.
 - ▶ 9-4.E2b Commentary on continuation (or not) of content discussed.

3 Points/Minimally Satisfactory:

- 9-3.A The school counseling core curriculum results report summarizes three classroom lessons.
- 9-3.B Process, perception and outcome data are included for the three lesson plans.
- 9-3.C A graph or chart is included.
- 9-3.D Implications based on data results are included.
- 9-3.E The narrative provides an explanation of the effectiveness of the lessons.

2 Points/Emerging:

- 9-2.A The school counseling core curriculum results report summarizes three classroom lessons.
- 9-2.B Process, perception and outcome data may be included for the three lesson plans.
- 9-2.C A graph or chart may be included.
- 9-2.D The narrative discusses the lessons.

1 Point/Inadequate:

- 9-1.A The school counseling core curriculum results report provides information about three lessons.
- 9-1.B Data may be included for the three lesson plans.
- 9-1.C The narrative discusses the lessons.

SECTION 10. SMALL-GROUP RESPONSIVE SERVICES – 6 Points

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

The small-group action plan:

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

Lesson plans for one small group:

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

Results report:

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

Narrative addresses:

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

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

6 Points/Exemplary:

- 10-6.A The small-group action plan:
 - 10-6.A1 Includes all small groups for the school year.
 - 10-6.A2 Includes the data collection plan:
 - ▶ 10-6.A2a All groups have process and perception data collection plans.
 - ▶ 10-6.A2b Most groups have outcome data collection plans.
 - 10-6.A3 Groups reflect the unique needs of the school based on:
 - ▶ 10-6.A3a Data and/or school improvement goals
 - ▶ 10-6.A3b Developmental needs
 - ▶ 10-6.A3c ASCA Mindsets & Behaviors
- 10-6.B The lesson plans for one small group:
 - 10-6.B1 Identify one to three ASCA Mindsets & Behaviors that drive the content.
 - 10-6.B2 Include a highly detailed plan for evaluation of:
 - ▶ 10-6.B2a Process data (number of students, number of lessons, length of lessons).
 - ▶ 10-6.B2b Perception data (changes in student attitudes, knowledge and skills), reflects selected ASCA Mindsets & Behaviors).
 - ▶ 10-6.B2c Outcome data (changes in achievement, attendance and behavior).
 - 10-6.B3 Include any survey or instrument used to collect perception data for the highlighted group.
- 10-6.C The small-group results report:
 - 10-6.C1 Summarizes the group for which lessons plans were submitted.
 - 10-6.C2 Process, perception and outcome data are included.
 - ▶ 10-6.C2a Process: includes how many students, number of sessions, length of sessions.
 - ▶ 10-6.C2b Perception: driven by selected ASCA Mindsets & Behaviors and measuring attitudes, knowledge and skills acquired; with pre- and post-scores provided.
 - ▶ 10-6.C2c Outcome: linked to achievement, attendance and/or behavior; with pre- and post-scores provided.
 - 10-6.C3 A quality graph or chart is included that:
 - ▶ 10-6.C3a Is clear – includes title and labels the axes.
 - ▶ 10-6.C3b Summarizes the perception data collected.
 - ▶ 10-6.C3c Clearly conveys lesson impact on students.
 - 10-6.C4 Implications explain how data results will help:
 - ▶ 10-6.C4a Deliver groups more effectively (considering content, strategies, time).
 - ▶ 10-6.C4b Collect data more accurately (asking better questions based on quality content).
 - ▶ 10-6.C4c Target ASCA Mindsets & Behaviors.
 - ▶ 10-6.C4d Make decisions about which groups to continue, add or discontinue.

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

5 Points/Accomplished:

- 10-5.A The small-group action plan
 - 10-5.A1 Includes all small groups for the school year.
 - 10-5.A2 Includes the data collection plan:
 - ▶ 10-5.A2a All groups have process and perception data collection plans.
 - ▶ 10-5.A2b Most groups have outcome data collection plans.
 - 10-5.A3 Groups reflect the school's unique needs based on:
 - ▶ 10-5.A3a Data and/or school improvement goals
 - ▶ 10-5.A3b Developmental needs
 - ▶ 10-5.A3c ASCA Mindsets & Behaviors
- 10-5.B The lesson plans for one small group
 - 10-5.B1 Identify one to three ASCA Mindsets & Behaviors that drive the content.
 - 10-5.B2 Include a highly detailed plan for evaluation of:
 - ▶ 10-5.B2a Process data (number of students, number of lessons, length of lessons).
 - ▶ 10-5.B2b Perception data (changes in student attitudes, knowledge and skills), reflects selected ASCA Mindsets & Behaviors).
 - ▶ 10-5.B2c Outcome data (changes in achievement, attendance and/or behavior).
 - 10-5.B3 Include any survey or instrument used to collect perception data for the highlighted group.
- 10-5.C The small-group results report
 - 10-5.C1 Summarizes the group for which lessons plans were submitted.
 - 10-5.C2 Includes process, perception and outcome data.
 - ▶ 10-5.C2a Process: includes how many students, number of sessions, length of sessions.
 - ▶ 10-5.C2b Perception: driven by selected ASCA Mindsets & Behaviors and measuring attitudes, knowledge and skills acquired.
 - ▶ 10-5.C2c Outcome: linked to achievement, attendance and/or behavior.

- 10-5.C3 Includes a quality graph or chart that:
 - ▶ 10-5.C3a Is clear – includes title and labels the axes.
 - ▶ 10-5.C3b Summarizes the perception data collected.
 - ▶ 10-5.C3c Clearly conveys lesson impact on students.
- 10-5.C4 Includes implications explaining how data results will help:
 - ▶ 10-5.C4a Deliver groups more effectively (considering content, strategies, time).
 - ▶ 10-5.C4b Collect data more accurately (asking better questions based on quality content).
 - ▶ 10-5.C4c Target ASCA Mindsets & Behaviors.
 - ▶ 10-5.C4d Make decisions about which groups to continue, add or discontinue.

■ 10-5.D The narrative:

- 10-5.D1 Provides a detailed rationale and explanation about:
- 10-5.D2 How the action plan reflects the school's unique needs based on:
 - ▶ 10-5.D2a Data and/or school improvement goals
 - ▶ 10-5.D2b Developmental needs
 - ▶ 10-5.D2c ASCA Mindsets & Behaviors
- 10-5.D3 How the lesson plan:
 - ▶ 10-5.D3a Content is driven by the selected ASCA Mindsets & Behaviors.
 - ▶ 10-5.D3b Perception data assessment links to ASCA Mindsets & Behaviors.
- 10-5.D4 How the results report informs future school counseling activities with:
 - ▶ 10-5.D4a Cogent rationale for recommendations.
 - ▶ 10-5.D4b Ideas for delivery improvement (e.g. content, timing, etc.)
 - ▶ 10-5.D4c Commentary on continuation (or not) of the group.

4 Points/Satisfactory:

- 10-4.A The small-group action plan:
 - 10-4.A1 Includes all small groups for the school year.
 - 10-4.A2 Includes the data collection plan:
 - ▶ 10-4.A2a Most groups have process and perception data collection plans.
 - ▶ 10-4.A2b Some groups have outcome data collection plans.
 - 10-4.A3 Reflects the school's unique needs based on:
 - ▶ 10-4.A3a Data
 - ▶ 10-4.A3b Developmental needs
 - ▶ 10-4.A3c ASCA Mindsets & Behaviors
- 10-4.B The lesson plans for one small group:
 - 10-4.B1 Identify ASCA Mindsets & Behaviors that drive the content.
 - 10-4.B2 Include a detailed plan for evaluation of:
 - ▶ 10-4.B2a Process data (number of students, number of lessons, length of lessons).
 - ▶ 10-4.B2b Perception data (changes in student attitudes, knowledge and skills), reflects selected ASCA Mindsets & Behaviors.
 - ▶ 10-4.B2c Outcome data (changes in achievement, attendance and/or behavior).
 - 10-4.B3 Include any survey or instrument used to collect perception data for the highlighted group.

- 10-4.C The small-group results report:
 - 10-4.C1 Summarizes the group for which lessons plans were submitted.
 - 10-4.C2 Includes process, perception and outcome data.
 - 10-4.C3 Includes a graph or chart that:
 - ▶ 10-4.C3a Is clear
 - ▶ 10-4.C3b Summarizes the perception data collected.
 - ▶ 10-4.C3c Clearly conveys lesson impact on students.
 - 10-4.C4 Includes implications explaining how data results will help:
 - ▶ 10-4.C4a Deliver groups more effectively
 - ▶ 10-4.C4b Collect data more accurately
 - ▶ 10-4.C4c Target ASCA Mindsets & Behaviors.
 - ▶ 10-4.C4d Make decisions about which groups to continue, add or discontinue.
- 10-4.D The narrative:
 - 10-4.D1 Provides a detailed rationale and explanation about:
 - ▶ 10-4.D1a How the action plan reflects the school's unique needs based on:
 - Data
 - Developmental needs
 - ASCA Mindsets & Behaviors
 - ▶ 10-4.D1b How the lesson plan:
 - Content is driven by the selected ASCA Mindsets & Behaviors.
 - Perception data assessment links to ASCA Mindsets & Behaviors.
 - ▶ 10-4.D1c How the results report informs future school counseling activities with:
 - Rationale for recommendations.
 - Ideas for delivery improvement (e.g. content, timing, etc.)
 - Commentary on continuation (or not) of the group.

3 Points/Minimally Satisfactory

- 10-3.A The small-group action plan:
 - 10-3.A1 Includes small groups for the school year.
 - 10-3.A2 Includes the data collection plan:
 - ▶ 10-3.A2a Some groups have process, perception and outcome data collection plans.
 - 10-3.A3 Reflect the school's needs.
- 10-3.B The lesson plans for one small group:
 - 10-3.B1 Identify ASCA Mindsets & Behaviors.
 - 10-3.B2 Include a plan for evaluation.
 - 10-3.B3 Include any survey or instrument used to collect data for the highlighted group.

- 10-3.C The small-group results report:
 - 10-3.C1 Summarizes the group for which lessons plans were submitted.
 - 10-3.C2 Includes process, perception and outcome data.
 - 10-3.C3 Includes a graph or chart.
 - 10-3.C4 Includes implications explaining data.
- 10-3.D The narrative:
 - 10-3.D1 Provides a rationale and explanation about:
 - ▶ 10-3.D1a How the action plan reflects the school's needs.
 - ▶ 10-3.D1b The lesson plans.
 - ▶ 10-3.D1c The results report.

2 Points/Emerging:

- 10-2.A The small-group action plan:
 - 10-2.A1 Includes small groups for the school year.
 - 10-2.A2 Groups may reflect the school's needs.
- 10-2.B The lesson plans for one small group:
 - 10-2.B1 May identify ASCA Mindsets & Behaviors.
 - 10-2.B2 May include a plan for evaluation.
 - 10-2.B3 May include any survey or instrument used to collect data for the highlighted group.
- 10-2.C The small-group results report:
 - 10-2.C1 Summarizes the group for which lessons plans were submitted.
 - 10-2.C2 Explains data.
- 10-2.D The narrative discusses the action plan, the lesson plans and the results report.

1 Point/Inadequate:

- 10-1.A The small-group action plan includes small groups for the school year.
- 10-1.B The lesson plans for one small group are included.
- 10-1.C The small-group results report is included.
- 10-1.D The narrative may discuss the action plan, the lesson plans or the results report.

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

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

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

The narrative addresses:

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

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

6 Points/Exemplary:

- 11-6.A The closing-the-gap results report identifies:
 - 11-6.A1 Academic, behavioral or attendance discrepancies.
 - 11-6.A2 ASCA Mindsets & Behaviors.
 - 11-6.A3 Three or more multitiered interventions/activities.
 - 11-6.A4 Exemplary process, perception and outcome data are included.
 - ▶ 11-6.A4a Process: includes how many participants, delivery methods (e.g. workshop, small group, professional development, etc.).
 - ▶ 11-6.A4b Perception: driven by selected ASCA Mindsets & Behavior standards and measuring attitudes, knowledge and skills acquired; with pre- and post scores provided.
 - ▶ 11-6.A4c Outcome: linked to achievement, attendance and/or behavior; with pre- and post-scores provided.
- 11-6.B A quality graph or chart is included that
 - 11-6.B1 Is clear – includes title and labels the axes.
 - 11-6.B2 Summarizes the perception data collected.
 - 11-6.B3 Clearly conveys impact on students.
- 11-6.C Implications explain how data results will help:
 - 11-6.C1 Deliver interventions/activities more effectively (considering content, strategies, time).
 - 11-6.C2 Collect data more accurately (asking better questions based on quality content).

- 11-6.C3 Target ASCA Mindsets & Behaviors.
- 11-6.C4 Make decisions about which interventions/activities to continue, add or discontinue.
- 11-6.D The narrative provides a highly detailed rationale and explanation, which includes specific examples, about:
 - 11-6.D1 How the gap was defined through data (e.g. school data profile, school improvement plan/goals, disaggregated data reports, etc.).
 - 11-6.D2 Why the interventions/activities were chosen (e.g. best practice, action research, evidence based, research informed).
 - 11-6.D3 How the data results will help
 - ▶ 11-6.D3a Deliver intervention/activities more effectively (considering content, strategies, time).
 - ▶ 11-6.D3b Collect data more accurately (asking better questions based on quality content).
 - ▶ 11-6.D3c Target ASCA Mindsets & Behaviors
 - ▶ 11-6.D3d Make decisions about which intervention/activities to continue, add or discontinue.

5 Points/Accomplished:

- 11-5.A The closing-the-gap results report identifies:
 - 11-5.A1 Academic, behavioral or attendance discrepancies.
 - 11-5.A2 ASCA Mindsets & Behaviors
 - 11-5.A3 Two or more interventions/activities.
- 11-5.B Exemplary process, perception and outcome data are included.
 - 11-5.B1 Process: includes how many participants, delivery methods (e.g. workshop, small group, professional development, etc.).
 - 11-5.B2 Perception: driven by selected ASCA Mindsets & Behaviors and measuring attitudes, knowledge and skills acquired; with pre- and post-scores provided.
 - 11-5.B3 Outcome: linked to achievement, attendance or behavior; with pre- and post-scores provided.
- 11-5.C A quality graph or chart is included that:
 - 11-5.C1 Is clear – includes title and labels the axes.
 - 11-5.C2 Summarizes the perception data collected.
 - 11-5.C3 Clearly conveys impact on students.
- 11-5.D Implications explain how data results will help:
 - 11-5.D1 Deliver interventions/activities more effectively (considering content, strategies, time).
 - 11-5.D2 Collect data more accurately (asking better questions based on quality content).
 - 11-5.D3 Target ASCA Mindsets & Behaviors.
 - 11-5.D4 Make decisions about which interventions/activities to continue, add or discontinue.
- 11-5.E The narrative:
 - 11-5.E1 Provides a detailed rationale and explanation about:
 - ▶ 11-5.E1a How the gap was defined through data (e.g. school data profile, school improvement plan/goals, disaggregated data reports, etc.).
 - ▶ 11-5.E1b Why the interventions/activities were chosen (e.g. best practice, action research, evidence based, research informed).

- ▶ 11-5.E1c How the data results will help:
 - Deliver intervention/activities more effectively (considering content, strategies, time).
 - Collect data more accurately (asking better questions based on quality content).
 - Target ASCA Mindsets & Behaviors
 - Make decisions about which intervention/activities to continue, add or discontinue.

4 Points/Accomplished:

- 11-4.A The closing-the-gap results report identifies:
 - 11-4.A1 Academic, behavioral or attendance discrepancies.
 - 11-4.A2 ASCA Mindsets & Behaviors.
 - 11-4.A3 Two or more interventions/activities.
- 11-4.B Process, perception and outcome data are included.
- 11-4.C A quality graph or chart is included that:
 - 11-4.C1 Is clear.
 - 11-4.C2 Summarizes the perception data collected.
 - 11-4.C3 Conveys impact on students.
- 11-4.D Implications explain how data results will help:
 - 11-4.D1 Deliver interventions/activities more effectively (considering content, strategies, time).
 - 11-4.D2 Collect data more accurately (asking better questions based on quality content).
 - 11-4.D3 Target ASCA Mindsets & Behaviors.
 - 11-4.D4 Make decisions about which interventions/activities to continue, add or discontinue.
- 11-4.E The narrative provides a rationale and explanation about:
 - 11-4.E1 How the gap was defined through data.
 - 11-4.E2 Why the interventions/activities were chosen.
 - 11-4.E3 How the data results will help:
 - ▶ 11-4.E3a Deliver intervention/activities more effectively.
 - ▶ 11-4.E3b Collect data more accurately.
 - ▶ 11-4.E3c Target ASCA Mindsets & Behaviors.
 - ▶ 11-4.E3d Make decisions about which intervention/activities to continue, add or discontinue.

3 Points/Minimally Satisfactory

- 11-3.A The closing-the-gap results report identifies:
 - 11-3.A1 Academic, behavioral or attendance discrepancies.
 - 11-3.A2 ASCA Mindsets & Behaviors.
 - 11-3.A3 One or two interventions/activities.
- 11-3.B Process, perception and outcome data are included.
- 11-3.C A graph or chart is included.
- 11-3.D Implications explain how data results will help
 - 11-3.D1 Deliver interventions/activities more effectively
 - 11-3.D2 Collect data more accurately
 - 11-3.D3 Make decisions
- 11-3.E The narrative provides an explanation about:
 - 11-3.E1 How the gap was defined
 - 11-3.E2 Why the interventions/activities were chosen.
 - 11-3.E3 The data.

2 Points/Emerging:

- 11-2.A The closing-the-gap results report identifies:
 - 11-2.A1 Academic, behavioral or attendance concerns.
 - 11-2.A2 Interventions/activities.
- 11-2.B Process, perception and outcome data may be included.
- 11-2.C A graph or chart may be included.
- 11-2.D Implications explain data.
- 11-2.E The narrative provides an explanation about
 - 11-2.E1 The concern.
 - 11-2.E2 The interventions/activities.
 - 11-2.E3 The data.

1 Point/Inadequate:

- 11-1.A The closing-the-gap results report identifies:
 - 11-1.A1 School or student concerns.
 - 11-1.A2 Interventions/activities.
- 11-1.B The narrative may discuss the results report.

SECTION 12: PROGRAM EVALUATION REFLECTION – 5 Points

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

Respond to this question:

How does your school’s comprehensive school counseling program use leadership, advocacy and collaboration to create systemic change for students’ benefit? Cite specific examples for each that occurred as the school counseling program was implemented.

- Responses may be written or in a video or audio format.
- The four elements should be apparent in the response.
- A written response must be within 500–1,500 words.
- A video or audio file must be within three–five minutes.

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

Narrative: A narrative is not required for this section.

5 Points/Exemplary:

- 12-5.A The reflection:
 - 12-5.A1 Is highly detailed, well-articulated and clearly organized.
 - 12-5.A2 Includes highly detailed examples about how the school counseling program provides exemplary:
 - ▶ 12-5.A2a Leadership resulting in systemic change.
 - ▶ 12-5.A2b Advocacy resulting in systemic change.
 - ▶ 12-5.A2c Collaboration resulting in systemic change.
- 12-5.B Summarizes the systemic changes (cited above) affecting student achievement, attendance and/or behavior.

4 Points/Accomplished:

- 12-4.A The reflection:
 - 12-4.A1 Is detailed and organized.
 - 12-4.A2 Includes general examples about how the school counseling program provides:
 - ▶ 12-4.A2a Leadership resulting in systemic change.
 - ▶ 12-4.A2b Advocacy resulting in systemic change.
 - ▶ 12-4.A2c Collaboration resulting in systemic change.
 - 12-4.A3 Summarizes the systemic changes (cited above) affecting student achievement, attendance and/or behavior.

3 Points/Satisfactory:

- 12-3.A The reflection:
 - 12-3.A1 Is organized.
 - 12-3.A2 Includes information about how the school counseling program provides:
 - ▶ 12-3.A2a Leadership
 - ▶ 12-3.A2b Advocacy
 - ▶ 12-3.A2c Collaboration
- 12-3.B Summarizes systemic changes affecting student achievement, attendance and/or behavior.

2 Points/Emerging:

- 12-2.A The reflection:
 - 12-2.A1 Includes information about how the school counseling program provides:
 - ▶ 12-2.A1a Leadership
 - ▶ 12-2.A1b Advocacy
 - ▶ 12-2.A1c Collaboration
 - ▶ 12-2.A1d Systemic change

1 Point/Inadequate:

- 12-1.A The reflection discusses the school counseling program and may address leadership, advocacy, collaboration or systemic change.