



Recognized ASCA Model Program Application

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

Use each of the 12 component pages as a cover page for that section, followed by

- ◆ A brief (1/2 page – 1 page) narrative/explanation of each component
- ◆ The component response
- ◆ Necessary documentation

All information and data must be from the current academic year or the previous school year.

You must submit FOUR complete applications in four separate three-ring binders. Be sure the binders are properly secured so papers don't fall out during shipping. Applications will not be considered otherwise. Be sure to keep a copy of your completed application for your own files.

Include a copy of the demographic and payment information forms in one of the binders along with your application fee of \$150 (\$300 for a school without an ASCA member) and send to:

ASCA RAMP Application
1101 King St., Suite 625
Alexandria, VA 22314

Also included in this packet are:

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

The application deadline is **February 1**. RAMP status will be awarded to schools with average scores of 54 or higher out of a possible 60.

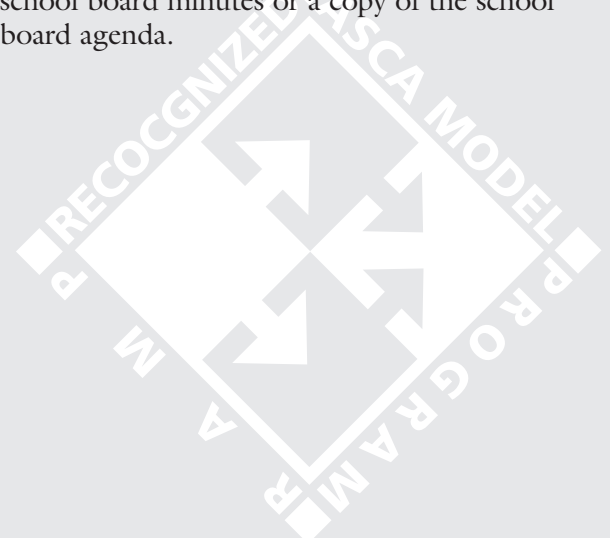
By submitting your application, you are giving ASCA permission to share and reproduce your materials with appropriate citation given to your school.

Application Components Checklist

(be sure to include each of the following):

- Information
- School Demographics
- Statement of Philosophy
- Mission Statement
- Competencies and Indicators
- School Counseling Program Goals
- Management Agreement
- Advisory Council
- Calendar
- Classroom Curriculum
- Small-Group Curriculum
- Guidance Curriculum Results Report
- Closing the Gap Results Report
- Program Evaluation Reflection
- Evidence of School Board Presentation/Acceptance*
- Payment

*After complete, provide evidence that the RAMP application, which is a picture of your school's counseling program, has been presented to your school district's board of education through original signatures or a copy of the school board minutes or a copy of the school board agenda.



Information

Primary Contact Name _____

Title _____

ASCA Member Number (if applicable) _____

School _____

School Address _____

City _____ State _____ ZIP code _____

Phone _____ Fax _____ E-mail _____

Principal _____

Address _____

City _____ State _____ ZIP code _____

Superintendent _____

Address _____

City _____ State _____ ZIP code _____

School Board Chair _____

Address _____

City _____ State _____ ZIP code _____

Payment

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

_____ Purchase order handling charge, \$10

_____ Total

Check

Purchase Order

Credit card American Express VISA Mastercard

Credit Card No. _____ Exp. _____

Signature _____

Demographic Information

School district name _____ # of students in district _____

Grade levels served at school _____ # of students at school _____

of staff at school _____ # of counselors at school _____

Average # of students served by each counselor _____

School setting is: Urban Rural Suburban

of students identified as special education students _____

of students who receive free lunch _____ reduced lunch _____

Percentage of students who are:

_____ Black

_____ Asian

_____ Native American

_____ White

_____ Hispanic

_____ Other

Names of other counselors at school:

What are the top three issues with which your school is currently dealing?

Note: This page must be included with all four binders.

A. FOUNDATION

1. Statement of Philosophy

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

Statement of Philosophy Scoring Rubric

5	4	3	2	1
Exemplary statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is ample evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors and the advisory council.	Good statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is strong evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors and the advisory council.	Satisfactory statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors and the advisory council.	Poor statement of philosophy that may include an agreed-upon belief system about the ability of every student to achieve and may include ethical guidelines and standards. There is some evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors and the advisory council.	Weak statement of philosophy that may include an agreed-upon belief system about the ability of every student to achieve and may include ethical guidelines and standards. There is no evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors and the advisory council.

Example: Statement of Philosophy

The counselors in XYZ school believe:

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

And that the XYZ comprehensive school counseling program should:

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

And that all counselors in the XYZ school:

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

Accepted by (original signatures only):

Principal: _____

School counselor: _____

School counselor: _____

School counselor: _____

Advisory council: _____

Advisory council: _____

Advisory council: _____

*Adapted from John Smith Elementary School's School Counseling Philosophy Statement

2. Mission Statement

Include a copy of your school counseling mission statement and the school's mission statement. The school counseling mission statement must be tied to the school's mission statement and must be presented to and accepted by the administration, counselors and advisory council. See the example on the next page.

Mission Statement Scoring Rubric

5	4	3	2	1
Exemplary mission statement clearly reflecting the school's needs, linking with the vision and mission statement and reflecting students' growth and developmental needs in the areas of academic, career and personal/social development. There is clear evidence, such as meeting minutes, that the mission statement has been presented to and accepted by the school's administration, the counselors in the school and the advisory council. The mission statement indicates the general content of the school counseling program and defines the school counselor's role in helping the school manifest its mission.	Strong mission statement clearly reflecting the school's needs, linking with the vision and mission statement and reflecting students' growth and developmental needs in the areas of academic, career and personal/social development. There is evidence, such as meeting minutes, that the mission statement has been presented to and accepted by the school's administration, the counselors in the school and the advisory council. The mission statement indicates the general content of the school counseling program and defines the school counselor's role in helping the school manifest its mission.	Good mission statement reflecting the school's needs, linking to some extent with the vision and mission statement and reflecting students' growth and developmental needs in the areas of academic, career and personal/social development. There is evidence, such as meeting minutes, that the mission statement has been presented to and accepted by the school's administration, the counselors in the school and the advisory council. The mission statement indicates the general content of the school counseling program and defines the school counselor's role in helping the school manifest its mission.	Weak mission statement that partially reflects the school's needs and does not clearly link to the vision and mission statement and does not clearly reflect students' growth and developmental needs in the areas of academic, career and personal/social development. There is some evidence that the mission statement has been presented to and accepted by the school's administration, the counselors in the school and the advisory council. The mission statement does not indicate the general content of the school counseling program and defines the school counselor's role in helping the school manifest its mission.	Poor mission statement that does not reflect the school's needs and does not link to the vision and mission statement and does not reflect students' growth and developmental needs in the areas of academic, career and personal/social development. There is no evidence that the mission statement has been presented to and accepted by the school's administration, the counselors in the school and the advisory council. The mission statement does not indicate the general content of the school counseling program and defines the school counselor's role in helping the school manifest its mission.

Example: Sample Mission Statements

XYZ School

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

School Counseling Program Mission Statement

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

Accepted by (original signatures only):

Principal: _____

School counselor: _____

School counselor: _____

School counselor: _____

Advisory council: _____

Advisory council: _____

Advisory council: _____

3. Competencies and Indicators

Use the template on the following page to show the competencies and indicators the school counseling program is currently focusing on, or create one of your own. Provide an explanation as to how these competencies and indicators were selected and how they are revised each year. Include original signatures from the following stakeholders to verify the competencies and indicators were presented and accepted: school principal, all counselors at the school and advisory council representatives.

Mission Statement Scoring Rubric

5	4	3	2	1
<p>Developmentally appropriate and measurable competencies and indicators are identified for each applicable grade level and directly link to the counseling program's mission, goals and the school's needs. Each competency and indicator selected clearly relates to the ASCA standards. All ASCA standards are thoroughly covered across grade levels. Complete explanation of how these competencies and indicators were chosen is provided. There is evidence the standards and competencies have been presented to and administration, counselors and advisory council.</p>	<p>Developmentally appropriate and measurable competencies and indicators are identified for each applicable grade level and directly link to the counseling program's mission, goals and the school's needs. Each competency and indicator relates to the ASCA standards. All ASCA standards are covered across grade levels. Thorough explanation of how these competencies and indicators were chosen is provided. There is evidence the standards and competencies have been presented to and administration, counselors and advisory council.</p>	<p>Developmentally appropriate and measurable competencies and indicators are identified for each applicable grade level that partially link to the counseling program's mission, goals and the school's needs. The selected competencies and indicators relate to the ASCA standards. Most ASCA standards are covered across grade levels. Explanation of how these competencies and indicators were chosen is provided. There is evidence the standards and competencies have been presented to and administration, counselors and advisory council.</p>	<p>Competencies and indicators are identified for each applicable grade level and somewhat link to the counseling program's mission, goals and the school's needs. The selected competencies and indicators weakly relate to the ASCA standards. Some ASCA standards are covered across grade levels. Weak explanation of how these competencies and indicators were chosen is provided. There is some evidence the standards and competencies have been presented to and administration, counselors and advisory council.</p>	<p>Competencies and indicators are identified for each applicable grade level that poorly link to the counseling program's mission, goals and the school's needs. The selected competencies and indicators do not relate to the ASCA standards. Few ASCA standards are covered across grade levels. Poor explanation of how these competencies and indicators were chosen is provided. There is no evidence the standards and competencies have been presented to and administration, counselors and advisory council.</p>

Template: Standards, Competencies and Indicators

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

ACADEMIC DEVELOPMENT DOMAIN	Grade Levels				
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.					

ACADEMIC DEVELOPMENT DOMAIN	Grade Levels				
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.					

ACADEMIC DEVELOPMENT DOMAIN

Grade Levels

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

CAREER DEVELOPMENT DOMAIN

Grade Levels

STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

CAREER DEVELOPMENT DOMAIN

Grade Levels

STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.

CAREER DEVELOPMENT DOMAIN

Grade Levels

STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.

PERSONAL/SOCIAL DOMAIN

Grade Levels

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

PERSONAL/SOCIAL DOMAIN

Grade Levels

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

PERSONAL/SOCIAL DOMAIN

Grade Levels

STANDARD C: Students will understand safety and survival skills. Competency C1 Acquire Personal Safety Skills					

Principal: _____

School counselor: _____ School counselor: _____

School counselor: _____ Advisory council: _____

Advisory council: _____ Advisory council: _____

4. School Counseling Program Goals

Include your school counseling program goals for the current or previous academic year (use the goals that guided the results report). Must include documentation, information and data you used to arrive at these goals, as well as a concise but thorough explanation of how and why you selected these goals. Include original signatures from the following stakeholders to verify the goals were presented and accepted: school principal, all school counselors at the school and advisory council representatives.

School Counseling Program Goals Scoring Rubric

5	4	3	2	1
Exemplary program goals reflecting prioritized ASCA National Standards and the school's goals. There is clear and complete evidence showing how the goals were selected and that they are based upon school data and address academic, career and personal/social development. There is compelling evidence the goals have been presented to and accepted by the school's administration, counselors and the advisory council.	Good program goals reflecting prioritized ASCA National Standards and the school's goals. There is strong evidence showing how the goals were selected and that they are based upon school data and address academic, career and personal/social development. There is strong evidence the goals have been presented to and accepted by the school's administration, counselors and the advisory council.	Satisfactory program goals that reflect prioritized ASCA National Standards and the school's goals. There is evidence showing how the goals were selected and that they are based upon school data and address academic, career and personal/social development. There is evidence the goals have been presented to and accepted by the school's administration, counselors and the advisory council.	Weak program goals that may reflect prioritized ASCA National Standards and the school's goals. There is some evidence showing how the goals were selected and that they are based upon school data and address academic, career and personal/social development. There is some evidence the goals have been presented to and accepted by the school's administration, counselors and the advisory council.	Poor program goals that do not reflect prioritized ASCA National Standards and the school's goals. There is no clear evidence showing how the goals were selected and that they are based upon school data and address academic, career and personal/social development. There is no evidence the goals have been presented to and accepted by the school's administration, counselors and the advisory council.

Example: School Counseling Program Goals

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

Principal: _____

School counselor: _____

School counselor: _____

School counselor: _____

Advisory council: _____

Advisory council: _____

Advisory council: _____

B. MANAGEMENT

5. Management Agreement

Include a copy of the management agreement for each counselor in the school. The management agreement must include the percentage of time allocated for each delivery system area and must closely align with the suggested use of time. You can use one of the sample agreements provided, or you can use one of your own. Include a brief description of how duties are distributed among the counseling staff and how the decision to do this was made.

Management Agreement Scoring Rubric

5	4	3	2	1
<p>Concise and thorough management agreement for each counselor at the school is included that reflects the scope of work of each counselor. The percentage of time spent in delivery highly correlates with the ideal/suggested use of time. Each agreement is signed by the school counselor and the school's principal. Each agreement clearly reflects the school counseling program mission statement and goals.</p>	<p>Good management agreement for each counselor at the school is included that reflects the scope of work of each counselor. The percentage of time spent in delivery correlates with the ideal/suggested use of time. Each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals.</p>	<p>Satisfactory management agreement for each counselor at the school is included that shows the work of each counselor. The percentage of time spent in delivery reflects the ideal/suggested use of time. Each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals.</p>	<p>Weak management agreement for each counselor at the school is included that may show the work of each counselor. The percentage of time spent in delivery may reflect the ideal/suggested use of time. Each agreement is signed by the school counselor and the school's principal. Each agreement may reflect the school counseling program mission statement and goals.</p>	<p>Poor management agreement for some of the counselors at the school is included that does not show the work of each counselor. The percentage of time spent in delivery does not reflect the ideal/suggested use of time. Each agreement may be signed by the school counselor and the school's principal. The agreements do not reflect the school counseling program mission statement and goals.</p>

Sample Distribution of Total School Counselor Time

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35%-45%	25%-35%	15%-25%
Individual Student Planning	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10%-15%	10%-15%	15%-20%

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

Example: Elementary School Counselor Management Agreement

School Year _____ School _____ Date _____

Counselor _____

PROGRAMMATIC DELIVERY

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

_____ % of time delivering guidance curriculum

_____ % of time with individual student planning

_____ % of time with responsive services

_____ % of time with system support

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

Programs and services presented and available to staff include:

Programs and services presented and available to parents include:

Programs and services presented and available to the community include:

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

PROFESSIONAL DEVELOPMENT

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

Once a month district meetings for counselors

Yearly state conference

Yearly national conference

Classes and/or workshops

Other. Explain _____

PROFESSIONAL COLLABORATION

Once a week meeting with the administration

Once a month present something to the faculty

Once a month meeting with grade level teams

Twice a year meeting with advisory council

Other _____

How will this agreement be monitored during the school year?

Counselor signature & date

Principal signature & date

Example: Secondary School Counselor Management Agreement

School Year _____ School _____ Date _____

Counselor _____

STUDENT ACCESS:

Students will access the school counselor by:

- a. Grade level c. Domain e. By academy/pathway
 b. Alpha listing d. No caseload (see any counselor) f. (Other) please specify _____

SCHOOL COUNSELOR OF THE DAY

Our counseling program will will not implement counselor of the day.

DOMAIN RESPONSIBILITIES

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

Academic domain: _____

Career domain: _____

Personal/social domain: _____

Rationale for decision: _____

PROGRAMMATIC DELIVERY

The school counseling teams will spend approximately the following time in each component area to ensure the delivery of the school counseling program?

_____ % of time delivering guidance curriculum

_____ % of time with individual student planning

_____ % of time with responsive services

_____ % of time with system support

SCHOOL COUNSELOR AVAILABILITY

The school counseling department will be open for student/parent/teacher access from _____ to _____

The department will manage the division of hours by _____

The career center will be open from _____ to _____

The department will manage the division of hours by _____

Programs and services presented and available to parents include:

Example: counseling department newsletter, parenting classes, parent information night

Example: Secondary School Counselor Management Agreement, cont.

Programs and services presented and available to staff include:

Example: department liaison, topical information workshops (child abuse, ADD, etc.)

Community liaisons, programs and services will include:

THE SCHOOL COUNSELORS WILL BE COMPENSATED FOR EXTRA WORK HOURS (BEYOND WORK DAY) BY?

- Extra duty pay (fund _____) Comp time By principal/counselor negotiation
 Flex schedule Per union regulations No option for this

MATERIALS AND SUPPLIES

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

The following funding resources support the school counseling program:

PROFESSIONAL DEVELOPMENT

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

PROFESSIONAL COLLABORATION

The school counseling department will meet weekly/monthly:

- As a counseling department team With administration
 With the school staff (faculty) With subject area departments
 With the advisory council

OFFICE ORGANIZATION

Responsibilities for the support services provided the counseling team will be divided among the support services staff :

The school counseling assistant will: _____ The registrar will: _____

The clerk will: _____ The receptionist will: _____

Volunteers will: _____ Others will: _____

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

Counselor signature & date

Principal signature & date

6. Advisory Council

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

Advisory Council Scoring Rubric

5	4	3	2	1
An exemplary school counseling advisory council exists with representative from core stakeholder groups and clear evidence and documentation that the committee helps guide the school counseling program. The committee is solely focused on the school counseling program. Agendas and minutes from two meetings that reflect work related to the school counseling program mission and goals are included.	A strong school counseling advisory council exists with representative from core stakeholder groups and evidence and documentation that the committee helps guide the school counseling program. The committee is solely focused on the school counseling program. Agendas and minutes from two meetings that reflect work related to the school counseling program mission and goals are included.	A good school counseling advisory council exists with representative from core stakeholder groups and evidence and documentation that the committee helps guide the school counseling program. The committee is primarily focused on the school counseling program. Agendas and minutes from two meetings that reflect work related to the school counseling program mission and goals are included.	A weak school counseling advisory council exists with some representatives from core stakeholder groups and some evidence that the committee helps guide the school counseling program. Agendas and minutes from one or two meetings that may reflect work related to the school counseling program mission and goals may be included.	A poor school counseling advisory council exists with some representatives from stakeholder groups and little evidence that the committee helps guide the school counseling program. Agendas and minutes from one or two meetings may be included.

7. Calendar

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

Calendar Scoring Rubric

5	4	3	2	1
Comprehensive master calendar and weekly calendars for each counselor in the school exist that strongly reflect prioritized ASCA National Standards and delivery system priorities as outlined in the management agreement and school counseling program goals. The calendars show the depth and breadth of the work of the counseling department. There is strong evidence the school counseling staff periodically reflects on the calendar, and there is clear evidence that the calendar highly correlates the percentage of time allocated in the management agreement.	Comprehensive master calendar and weekly calendars for each counselor in the school exist that reflect prioritized ASCA National Standards and delivery system priorities as outlined in the management agreement and school counseling program goals. The calendars show the depth and breadth of the work of the counseling department. There is evidence the school counseling staff periodically reflects on the calendar, and there is evidence that the calendar strongly correlates with the percentage of time allocated in the management agreement.	Good master calendar and weekly calendars for each counselor in the school exist that reflect prioritized ASCA National Standards and delivery system priorities as outlined in the management agreement and school counseling program goals. There is evidence the school counseling staff reflects on the calendar, and there is evidence that the calendar correlates with the percentage of time allocated in the management agreement.	Weak master calendar and weekly calendars for most counselors in the school exist that may reflect prioritized ASCA National Standards and delivery system priorities as outlined in the management agreement and school counseling program goals. There is some evidence the school counseling staff reflects on the calendar, and there is some evidence that the calendar correlates with the percentage of time allocated in the management agreement.	Poor master calendar and weekly calendars for some counselors in the school exist that do not reflect prioritized ASCA National Standards and delivery system priorities as outlined in the management agreement and school counseling program goals. There is no evidence the school counseling staff reflects on the calendar, and there is no evidence that the calendar correlates with the percentage of time allocated in the management agreement.

C. DELIVERY

8. Classroom Curriculum

Attach three lesson plans from each counselor in the school. Each counselor's lesson plans should all revolve around a single topic/unit. You may use the following template or submit your own. Provide concise but thorough explanations and include data and documentation as necessary.

Classroom Curriculum Scoring Rubric

5	4	3	2	1
Exemplary classroom guidance unit composed of at least three lessons for each counselor in the school is included. The units directly link to the ASCA National Standards and to ASCA or school competencies/indicators and school counseling program goals. The units are comprehensive enough to enable student to master the appropriate standards and competencies and indicators. Quality, clear and relevant process, perception and results data for the lessons are included.	Strong classroom guidance unit composed of at least three lessons for each counselor in the school is included. The units directly link to the ASCA National Standards and to ASCA or school competencies/indicators and school counseling program goals. The units are comprehensive enough to enable student to master the appropriate standards and competencies and indicators. Clear and relevant process, perception and results data for the lessons are included.	Good classroom guidance unit composed of three lessons for each counselor in the school is included. The units link to the ASCA National Standards and to ASCA or school competencies/indicators and school counseling program goals. The units are comprehensive and relevant process, perception and results data for the lessons are included.	Weak classroom guidance unit composed of two or more lessons for most school counselors in the school are included. The units may be tied to the ASCA National Standards and linked to ASCA or school competencies or indicators and school counseling program goals. Some process, perception and results data are included.	Poor classroom guidance unit composed of two or fewer lessons for some of the school counselors in the school are included. The units are not tied to the ASCA National Standards nor linked to ASCA or school competencies or indicators and school counseling program goals. Process, perception and results data are not included.

Template: Classroom Guidance

Counselor Name _____ School _____

Title of Lesson _____ Date _____

Unit _____

Grade Level _____ Time Required _____

ASCA National Standard(s)

Competency(ies) Addressed

Material/Resources

Activity

Evaluation

Process data

Perception data

Results data

How was the evaluation conducted?

(Attach additional documentation as needed.)

9. Small-Group Curriculum

Attach the plans for a small-group (either appraisal, advisement or responsive services) that was conducted by a counselor at your school during the designated school year. The group must have met at least four times. You may use the template on the next page or submit one of your own. Provide a concise but thorough explanation of why this group was created and include data and documentation as necessary.

Small-Group Curriculum Scoring Rubric

5	4	3	2	1
Plans for an exemplary small group of at least four meetings are included. The group's purpose is directly tied to the ASCA National Standards or school competencies and indicators and school counseling program goals. The group is comprehensive in scope and enables student to master the appropriate standards and competencies/indicators. Quality, clear and relevant process, perception and results data for the lessons are included.	Plans for a strong small group of at least four meetings are included. The group's purpose is directly tied to the ASCA National Standards or school competencies and indicators and school counseling program goals. The group is comprehensive in scope and enables student to master the appropriate standards and competencies/indicators. Clear and relevant process, perception and results data for the lessons are included.	Plans for a good small group of four meetings are included. The group's purpose is tied to the ASCA National Standards or school competencies/indicators and school counseling program goals. The group is comprehensive in scope and enables student to master the appropriate standards and competencies/indicators. Relevant process, perception and results data for the lessons are included.	Plans for a weak small group of two or more meetings are included. The group's purpose may be tied to the ASCA National Standards or school competencies/indicators and school counseling program goals. The group may be comprehensive in scope and may enable students to master the some standards and competencies and indicators. Process, perception and results data for the lessons may be included.	Plans for a poor small group of one or two meetings are included. The group's purpose is not tied to the ASCA National Standards nor the school competencies/indicators and school counseling program goals. Process, perception and results data for the lessons are not included.

Template: Small-Group Guidance

Counselor Name _____ School _____

Purpose of Group _____

How/Why Was the Group Formed? _____

Grade Level _____ Time Required _____

ASCA National Standard(s)

Competency(ies) Addressed

Material/Resources

Activity

Evaluation

Process data

Perception data

Results data

How was the evaluation conducted?

(Attach additional documentation as needed.)

D. ACCOUNTABILITY

10. Guidance Curriculum Results Report

Include a guidance curriculum results report for at least four different guidance curriculum activities from the current or previous school year only. Provide a concise but thorough explanation of how the guidance curriculum activities were selected and include data and documentation as necessary. You may use the following template or your own materials.

Guidance Curriculum Results Report Scoring Rubric

5	4	3	2	1
An exemplary guidance curriculum results report that includes at least four different guidance curriculum activities and that reflect the ASCA National Standards, school competencies/ indicators and school counseling program goals. The report includes guidance lesson contents; number of lessons delivered and how they were delivered; and start and end dates, as well as clear, concise and relevant perception, process and results data. Additional data, relevant examples and documentation are also included.	A strong guidance curriculum results report that includes at least four different guidance curriculum activities that reflect the ASCA National Standards, school competencies/ indicators and school counseling program goals. The report includes guidance lesson contents; number of lessons delivered and how they were delivered; start and end dates; and clear and relevant perception, process and results data as available. Additional data, relevant examples and documentation are also included.	A strong guidance curriculum results report that includes four guidance curriculum activities that reflect the ASCA National Standards, school competencies/ indicators and school counseling program goals. The report includes guidance lesson contents; number of lessons delivered and how they were delivered; start and end dates; and perception, process and results data as available. Additional data, relevant examples and documentation are also included.	A weak guidance curriculum results report that includes three or four guidance curriculum activities that reflect the ASCA National Standards, school competencies/ indicators and school counseling program goals. The report may include guidance lesson contents; number of lessons delivered and how they were delivered; start and end dates; and data as available. Additional data, relevant examples and documentation may be included.	A poor guidance curriculum results report that may include two or three guidance curriculum activities that may reflect the ASCA National Standards, school competencies/ indicators and school counseling program goals. The report may include guidance lesson contents; number of lessons delivered and how they were delivered; start and end dates.

Guidance Curriculum Results Report

Year _____

Grade Level	Guidance Lesson Content	Standards, Competencies, Indicators Addressed	Number of Guidance Lessons Delivered in What Class or Subject	Start Date End Date	PROCESS DATA (Number of students affected)	PERCEPTION DATA (Pre and post test competency attainment or student data)*	RESULTS DATA (How did the student change as a result of the lesson?)*	Implications (What do the data tell you?)

Principal's signature _____

Date _____

Prepared by _____

*Attach data, examples and documentation

11. Closing the Gap Results Report

Include results from a closing-the-gap activity. Provide a concise but thorough explanation of how this gap was identified, why it was important to address and include data and documentation as necessary.

Closing the Gap Results Report Scoring Rubric

5	4	3	2	1
An exemplary closing the gap results report addressing a particular need in the school that reflects the school competencies /indicators. The report includes: the target group, the type of services delivered and in what manner, the start and end date. Clear, concise and relevant process, perception and results data and implications from the data are included. Strong supplemental and supporting documentation is also included that provides a thorough explanation on how this gap was identified and why it was important to address.	An strong closing the gap results report addressing a particular need in the school that reflects the school competencies /indicators. The report includes: the target group, the type of services delivered and in what manner, the start and end date. Clear and relevant process, perception and results data and implications from the data are included. Strong supplemental and supporting documentation is also included that provides a complete explanation on how this gap was identified and why it was important to address.	A good closing the gap results report addressing a particular need in the school that reflects the school competencies /indicators. The report includes: the target group, the type of services delivered and in what manner, the start and end date. Relevant process, perception and results data and implications from the data are included. Supplemental and supporting documentation is also included that provides an explanation on how this gap was identified and why it was important to address.	A weak closing the gap results report that may address a particular need in the school and reflect the school competencies /indicators. The report may include: the target group, the type of services delivered and in what manner, the start and end date. Process, perception and results data may be included. Supplemental and supporting documentation may be included.	A poor closing the gap results report that does not appear to address a need in the school and reflect the school competencies /indicators. The report may include: the target group, the type of services delivered and in what manner, the start and end date. Process, perception and results data may be included. Supplemental and supporting is not included.

XYZ Closing the Gap Results Report

Year _____

Counselor	Target Group	Standards, Competencies, Indicators Addressed	Type of Service Delivered in What Manner?	Start Date End Date	PROCESS DATA (Number of students affected)	PERCEPTION DATA (Pre and post test competency attainment or student data)*	RESULTS DATA (How did the student change as a result of the lesson?)*	Implications (What do the data tell you?)
Berry	8th Grade: 64 students in danger of being retained at the end of Trimester 1	Standard A Competency A2 & A3 Indicator A:A2.1 & A:A3.1	Academic Counseling Groups Peer Mentoring	Sept 2002 June 2003	64	<i>Immediate</i> 99% correct on post-test knowledge of promotion information.	<i>Intermediate</i> 46 (72%) demonstrated improvement in GPA from Trimester 1 to Trimester 3. <i>Long term</i> 85% of at risk students showed improvement in GPA from Trimester 1 to Trimester 2.	Excellent academic improvement. Re-evaluate the curriculum used. Participants in the academic support groups may need further encouragement from other resources such as adult mentors.

* Attach data, examples and documentation

Principal's signature _____ Date _____ Prepared by _____

12. Program Evaluation Reflection

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

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

Program Evaluation Reflection Scoring Rubric

5	4	3	2	1
An exemplary well-articulated and clearly organized response. Shows through the use of specific details and examples how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.	A strong, articulate and clearly organized response. Shows through the use of specific details and examples how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.	A good organized response. Shows through the use of details and examples how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.	A weak response. Shows through the use of some details and examples how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.	A poor response. Shows through the use of few details and examples how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.