

1. Philosophy Statement

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. The RAMP Application signature page found at <http://www.ascanationalmodel.org/files/sigpage.pdf> and sent in with the application materials includes original signatures to verify that the philosophy statement was presented to and accepted by the school principal, all school counselors at the school and advisory council representatives. Include a narrative of at least a half a page and no more than a page that explains how the statement of philosophy was developed. See pages 28-29 of the ASCA National Model for more information.

Statement of Philosophy Scoring Rubric

5

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 based on the signature page.

4

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 based on the signature page.

3

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 based on the signature page.

2

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.

1

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.

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. The RAMP Application signature page, found at <http://www.ascanationalmodel.org/files/sigpage.pdf> and sent in with the application materials, includes original signatures to verify the mission statement was presented to and accepted by the school principal, all school counselors at the school and advisory council representatives. Include a narrative of at least a half a page and no more than a page that explains how the mission statement was developed and why it includes the components that it does. See pages 30-31 of the ASCA Model for more information.

Mission Statement Scoring Rubric

5

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 and the signature page, 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.

4

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 and the signature page, 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.

3

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 and the signature page, 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.

2

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.

1

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.

3. Competencies and Indicators

Use the template provided on pages 108-113 of the ASCA Model to show the competencies and indicators the school counseling program is *currently* focusing on, or create one of your own. In the narrative, provide an explanation as to how these competencies and indicators were selected and how they are reviewed/revised each year. The RAMP Application signature page, found at <http://www.ascanationalmodel.org/files/sigpage.pdf> and sent in with the application materials, includes original signatures to verify that the competencies and indicators were presented to and accepted by the school principal, all school counselors at the school and advisory council representatives. See pages 32-37 of the ASCA National Model for more information.

Competencies and Indicators Scoring Rubric

5

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. From the signature page, there is evidence the standards and competencies have been presented to and administration, counselors and advisory council.

4

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. From the signature page, there is evidence the standards and competencies have been presented to and administration, counselors and advisory council.

3

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. From the signature page, there is evidence the standards and competencies have been presented to and administration, counselors and advisory council.

2

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.

1

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.

4. Program Goals

Include your school counseling program goals for the current or previous academic year (use the goals that guided the Closing the Gap results report). In the narrative, include documentation, information and data used to arrive at these goals and explain how and why these goals were selected. The RAMP Application signature page, found at <http://www.ascanationalmodel.org/files/sigpage.pdf> and sent in with the application materials, includes original signatures to verify that the program goals were presented to and accepted by the school principal, all school counselors at the school and advisory council representatives.

School Counseling Program Goals Scoring Rubric

5

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. The signature page indicates that the goals have been presented to and accepted by the school's administration, counselors and the advisory council.

4

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. The signature page indicates that the goals have been presented to and accepted by the school's administration, counselors and the advisory council.

3

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. The signature page indicates that the goals have been presented to and accepted by the school's administration, counselors and the advisory council.

2

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.

1

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.

5. Management Agreement

Include a copy of a management agreement **for each counselor in the school**. Each 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 the sample agreements on pages 122-124 of the ASCA National Model, or you can use one of your own. Provide a narrative of at least a half a page and no more than a page that includes a brief description of how duties are distributed among the counseling staff and how the decision to do this was made. See pages 46-47 of the ASCA Model for more information.

Management Agreement Scoring Rubric
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5

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. The signature page indicates that 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.

4

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. The signature page indicates that each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals.

3

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. The signature page indicates that each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals.

2

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. The signature page indicates that 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.

1

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. The signature page does not indicate if each agreement is signed by the school counselor and the school's principal. The agreements do not reflect the school counseling program mission statement and goals.

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. In the narrative, explain how the committee members were selected and explain how feedback from the committee guides the school counseling program. See pages 47-48 of the ASCA Model.

Advisory Council Scoring Rubric
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5

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.

4

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.

3

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.

2

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.

1

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 two meetings may be included.

7. Calendars

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 that is representative of the management agreement. In the narrative, provide a concise but thorough explanation of the items on the calendar, how they were selected and how and why items are reviewed/revised as the school year progresses. See pages 57-58 of the ASCA Model for more information.

Calendar Scoring Rubric

5

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.

4

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.

3

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.

2

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.

1

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.

8. Classroom Guidance Curriculum

Include three lesson plans for each counselor in the school. Each counselor's lesson plans should be part of a single topic/unit. In the narrative, provide a concise but thorough overview and explanation of the lessons and units and also include data and documentation as necessary. Include and the number of students who participated in each lesson. See pages 40-41 of the ASCA National Model for more information.

Classroom Curriculum Scoring Rubric
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5

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.

4

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.

3

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.

2

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.

1

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.

9. Small-Group Curriculum

Attach all the lesson 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. In the narrative, provide a concise but thorough explanation of why and how this group was created and include data and documentation as necessary. Include how many times the group met and the number of students who participated in each group session. See page 42 of the ASCA National Model for more information.

Small-Group Curriculum Scoring Rubric
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5

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.

4

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.

3

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.

2

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.

1

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.

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. Use the template on page 128 of the ASCA National Model or include one of your own. In the narrative, provide a concise but thorough explanation of how the guidance curriculum activities were selected and include data and documentation as necessary. See pages 54 and 59-61 of the ASCA National Model for more information.

Guidance Curriculum Results Report Scoring Rubric
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5

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.

4

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.

3

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.

2

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.

1

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.

11. Closing the Gap Results Report

Include results from a closing-the-gap activity. In the narrative, 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. See pages 54, 59-61, and 129 of the ASCA National Model for more information.

Closing the Gap Results Report Scoring Rubric
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5

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.

4

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.

3

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.

2

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.

1

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.

12. Program Reflection

How does your comprehensive school counseling program use advocacy, leadership, systemic change and collaboration to make a difference for students? See pages 24-25 of the ASCA National Model for more information.

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

Program Evaluation Reflection Scoring Rubric

5

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.

4

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.

3

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.

2

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.

1

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.