

1. Statement of Philosophy

The school counseling statement of philosophy:

1. indicates an agreed-upon belief system about the ability of all students to achieve
2. addresses every student
3. addresses student developmental needs and focuses on primary prevention
4. addresses the school counselor's role as an advocate for every student
5. identifies persons to be involved in the delivery or program activities
6. specifies who will plan and manage the program
7. uses data to drive program decision
8. defines how the program will be evaluated and by whom
9. includes ethical guidelines or standards

See pages 28–29 of “The ASCA National Model: A Framework for School Counseling Programs” for more information.

Narrative - A half- to one-page narrative addresses how the statement of philosophy was developed and why certain components were included or excluded. If the narrative does not address at least these two areas, the score for this section can be no higher than a 3. If the statement was adapted from another source, proper credit has been provided.

5

Exemplary: The statement of philosophy is well-articulated and thoroughly addresses all nine components. The narrative provides a highly detailed explanation of how the statement was developed and why certain components were included or excluded. It also includes convincing evidence that the statement reflects the needs of the school as indicated by schoolwide data and is school-specific.

4

Strong: The statement of philosophy is well-articulated and addresses all nine components. The narrative provides a detailed explanation of how the statement was developed and why certain components were included or excluded. It also includes evidence that the statement is school-specific and reflects the needs of the school as indicated by schoolwide data.

3

Satisfactory: The statement of philosophy addresses all nine components. The narrative provides an explanation of how the statement was developed and why certain components were included or excluded. It also includes evidence that the statement reflects the needs of the school as indicated by schoolwide data.

2

Weak: The statement of philosophy does not include all nine components. There is a lack of evidence in the narrative that the statement of philosophy reflects the needs of the school as indicated by schoolwide data.

1

Poor: The statement of philosophy includes few of the nine components. There is little or no evidence in the narrative that the statement of philosophy reflects the needs of the school as indicated by schoolwide data.

2. Mission Statement

The school counseling mission statement creates one focus for the development and implementation of the comprehensive school counseling program. The mission statement:

1. is tied to the school's mission statement and may show linkages to district and state department of education mission statements
2. is written with students as the primary focus
3. advocates for equity, access and success of every student
4. indicates the long-range results desired for all students

Include your school counseling program mission statement and your school's mission statement. See pages 30–31 of "The ASCA National Model: A Framework for School Counseling Programs" for more information.

Narrative – The half- to one-page narrative addresses how the mission statement was developed and why certain components were included or excluded. If the narrative does not address at least these two areas, the score for this section can be no higher than a 3. If the statement was adapted from another source, proper credit has been provided.

5

Exemplary: The mission statement clearly creates one focus and includes all four components. Each component is clear and promotes success for all students to the highest extent. The narrative provides a clear and compelling rationale of how the mission statement was developed and why certain components were included or excluded. A copy of the school's mission statement is included.

4

Strong: The mission statement creates one focus and includes all four components. Each component is clear and promotes success for all students. The narrative provides a clear rationale of how the mission statement was developed and why certain components were included or excluded. A copy of the school's mission statement is included.

3

Satisfactory: The mission statement creates one focus and includes all four components. Each component is clear. The narrative provides a clear rationale of how the mission statement was developed and why certain components were included or excluded. A copy of the school's mission statement is included.

2

Weak: The mission statement lacks focus or does not include all four components. The narrative lacks a clear rationale of how the mission statement was developed and why certain components were included or excluded. A copy of the school's mission statement is included.

1

Poor: The mission statement lacks focus and includes only one or two of the four components. The narrative shows little rationale for how the mission statement was developed and why certain components were included or excluded. A copy of the school's mission statement is included.

3. School Counseling Program Goals

The school counseling program goals are specific and measurable and promote improved student achievement, attendance or behavior. These goals can address schoolwide issues or closing-the-gap issues for a smaller group of students.

The goals may address academics, attendance or behavior through one or more of the three domains (academic, career and/or personal/social development) as appropriate based on the school's data. Although there are not a set number of goals that must be addressed, it is important that they are utilized in the program and that they were developed based on existing data and school needs.

Narrative – The half- to one-page narrative addresses how and why these goals were selected and how these goals promote the chosen domain(s) – academic, career and/or personal/social development. To receive a 4 or 5, include documentation, information and/or data used to arrive at the goals.

5

Exemplary: The school counseling program goals clearly promote student achievement, attendance or behavior for all students addressed in the goal to the highest extent. There is clear and compelling evidence that the goals are based on school data, address schoolwide or closing-the-gap issues; and address academic, career and/or personal/social development. The narrative includes clear and compelling evidence of how the goals were selected and data that influenced the decision.

4

Strong: The school counseling program goals clearly promote student achievement, attendance or behavior for all students addressed in the goal to the highest extent. There is evidence that the goals are based on school data; address schoolwide or closing-the-gap issues; and address academic, career and/or personal/social development. The narrative includes clear evidence of how the goals were selected and data that influenced the decision.

3

Satisfactory: The school counseling program goals promote student achievement, attendance or behavior for all students addressed in the goal to the highest extent. There is evidence that the goals are based on school data; address schoolwide or closing-the-gap issues; and address academic, career and/or personal/social development. The narrative includes evidence of how the goals were selected and data that influenced the decision.

2

Weak: The school counseling program goals do not clearly promote improvement of student achievement, attendance or behavior for all students addressed in the goal. The goals minimally address schoolwide or closing-the-gap issues as indicated in school data and minimally address academic, career and/or personal/social development. The narrative lacks evidence of how the goals were selected and data that influenced the decision.

1

Poor: The school counseling program goals minimally promote improvement of student achievement, attendance or behavior for all students addressed in the goal. The goals do not address schoolwide or closing-the-gap issues as indicated in school

data and minimally address academic, career and/or personal/social development. The narrative lacks evidence of how the goals were selected and data that influenced the decision.

4. Competencies and Indicators

School-specific competencies and indicators from the ASCA National Standards for Student Competencies are the foundation for classroom guidance lessons, small groups and activities within a comprehensive school counseling program. The competencies and indicators directly link to the school counseling program, mission and goals.

Use the template provided in the Application Templates section of the RAMP Web site to show the grade-level specific competencies and indicators for the school counseling program.

Narrative – The half- to one-page narrative addresses how the competencies and indicators were selected and how they are utilized in the school counseling program. The narrative also addresses how the competencies and indicators are reviewed or revised each school year. If the narrative does not address these areas, the score for this section can be no higher than a 3.

See pages 32–37 and 102–121 of “The ASCA National Model: A Framework for School Counseling Programs” for more information.

5

Exemplary: The competencies and indicators selected are developmentally appropriate for each grade level and definitively link to the school counseling program’s mission, goals and the school’s needs. The narrative provides a thorough and clear explanation of how these competencies and indicators were chosen and how they are utilized in the school counseling program.

4

Strong: The competencies and indicators selected are developmentally appropriate for each grade level and clearly link to the school counseling program’s mission, goals and the school’s needs. The narrative provides a strong explanation of how these competencies and indicators were chosen and how they are utilized in the school counseling program.

3

Satisfactory: The competencies and indicators selected are developmentally appropriate for each grade level and link to the school counseling program’s mission, goals and the school’s needs. The narrative provides an explanation of how these competencies and indicators were chosen and how they are utilized in the school counseling program.

2

Weak: The competencies and indicators selected are developmentally appropriate for each grade level but lack linkage to the school counseling program’s mission, goals and the school’s needs. The narrative lacks an explanation of how these competencies and indicators were chosen or how they are utilized in the school counseling program.

1

Poor: The competencies and indicators selected may not be developmentally appropriate for each grade level and do not link to the school counseling program’s mission, goals and the school’s needs. The narrative does not explain of how these

competencies and indicators were chosen or how they are utilized in the school counseling program.

5. Management Agreement

Include the management agreement for each counselor in the school. The agreement is signed within the first two months of the school year.

Each management agreement includes the percentage of time allocated for the four areas of the delivery system. The percentages of time may vary with individual assignments, but the overall comprehensive program should be closely aligned with the recommended use of time as described in the ASCA National Model (i.e. one school counselor may have more coordinating responsibilities where another school counselor balances by having a higher percentage of time in responsive services).

Schools can use a sample management agreement provided in the Application Templates section of the RAMP Web site or an alternative.

See pages 46–47 and 122–124 of “The ASCA National Model: A Framework for School Counseling Programs” for more information.

Narrative – The half- to one-page narrative provides an explanation of how the duties are distributed among the school counseling staff and how the decision to distribute duties was made. If the narrative does not address these areas, the score for this section can be no higher than a 3.

5

Exemplary: The management agreement for each counselor at the school is thorough and reflects each school counselor’s scope of work. The percentage of time for each area of the delivery system highly correlates with the recommended use of time. Each agreement clearly reflects the school counseling program mission statement and goals.

4

Strong: The management agreement for each counselor at the school is thorough and reflects each school counselor’s scope of work. The percentage of time for each area of the delivery system correlates with the recommended use of time. Each agreement clearly reflects the school counseling program mission statement and goals.

3

Satisfactory: The management agreement for each counselor at the school reflects each school counselor’s scope of work. The percentage of time for each area of the delivery system may correlate with the recommended use of time. Each agreement reflects the school counseling program mission statement and goals.

2

Weak: The management agreement for each counselor at the school lacks a reflection of each school counselor’s scope of work. The percentage of time for each area of the delivery system may lack correlation with the recommended use of time. Each agreement may lack a reflection of the school counseling program mission statement and goals.

1

Poor: The management agreement for each counselor at the school does not reflect each school counselor’s scope of work. The percentage of time for each area of the

delivery system does not correlate with the recommended use of time. Each agreement lacks a reflection of the school counseling program mission statement and goals.

6. Advisory Council

Include a list of the members of school counseling program advisory council, along with their stakeholder positions (i.e. parent, staff, community, administration, etc.). Attach the agendas and minutes from at least two advisory council meetings. The agendas and minutes need to be separate documents.

To receive a 4 or higher, the advisory council must be solely focused on the school counseling program. If advisory council is part of an existing school committee, then the score cannot be higher than a 3. The council must be school-specific and should not be created solely for the purposes of applying for RAMP.

See pages 47–48 of “The ASCA National Model: A Framework for School Counseling Programs” for more information.

Narrative – The half- to one-page narrative must address how feedback and input from the advisory council guides the school counseling program. If the narrative does not address these areas, the score for this section can be no higher than a 3.

5

Exemplary: The school counseling advisory council includes representatives from all core stakeholder groups of parents, teachers, administration and community and may include students and school board members. There is clear evidence that the school counselor has presented the school’s data and goals and activities of the school counseling program to the council. There is clear evidence that the council has provided input on the goals and activities of the school counseling program. The council is solely focused on the school counseling program. Detailed agendas and minutes from two meetings are included.

4

Strong: The school counseling advisory council includes representatives from core stakeholder groups of parents, teachers, administration and community and may include students and school board members. There is evidence that the school counselor has presented the school’s data and goals and activities of the school counseling program to the council. There is evidence that the council has provided input on the goals and activities of the school counseling program. The council is solely focused on the school counseling program. Detailed agendas and minutes from two meetings are included.

3

Satisfactory: The school counseling advisory council includes representatives from core stakeholder groups of parents, teachers, administration and community and may include students and school board members. There is evidence that the school counselor has presented the school’s data and/or goals and activities of the school counseling program to the council. There is evidence that the council has provided input on the goals and activities of the school counseling program. The council may or may not be solely focused on the school counseling program. Detailed agendas and minutes from two meetings are included.

2

Weak: The school counseling advisory council lacks representatives from core stakeholder groups of parents, teachers, administration and community. There is a lack of evidence that the school counselor has presented the school’s data and/or

goals and activities of the school counseling program to the council. There is a lack of evidence that council has provided input on the goals and activities of the school counseling program. The council may or may not be solely focused on the school counseling program. Agendas and minutes from two meetings lack detail and clarity.

1

Poor: The school counseling advisory council lacks representatives from core stakeholder groups of parents, teachers, administration and community. There is little or no evidence that the school counselor has presented the school's data and/or goals and activities of the school counseling program to the council. There is little or no evidence that the council has provided input on the goals and activities of the school counseling program. Agendas and minutes from two meetings lack detail and clarity.

7. Calendars

Include a copy of your school counseling master calendar for the most recently completed academic year. The calendar includes all school counseling activities and events for the year for the entire school counseling program.

Also include two weekly calendars for each school counselor – one from fall semester and one from spring semester. The weekly calendars should include dates and as much specific information as possible.

See pages 55 and 57–58 of “The ASCA National Model: A Framework for School Counseling Programs” for more information.

Narrative – The half- to one-page narrative includes a concise but thorough explanation of the master and weekly calendars. The narrative describes how the department uses and adjusts the calendar as needed based on information or situations arising during the school year. If the narrative does not address these areas, the score for this section can be no higher than a 3.

5

Exemplary: The master calendar is highly detailed and shows a depth and breadth of an exemplary comprehensive school counseling program. It clearly reflects the school counseling program goals (included in section 3 of the RAMP application), the goals and activities of the guidance curriculum action plan and the percentage of time of the delivery system as outlined in the management agreement.

The two weekly calendars (one from the fall and one from the spring) from each school counselor are highly detailed and highly correlate with the percentage of time allocated to the delivery system in the management agreement.

There is strong evidence the school counseling staff regularly reviews the master calendar and periodically updates it as needed.

4

Strong: The master calendar is highly detailed and shows a depth and breadth of a strong comprehensive school counseling program. It reflects the school counseling program goals (included in section 3 of the RAMP application), the goals and activities of the guidance curriculum action plan and the percentage of time of the delivery system as outlined in the management agreement.

The two weekly calendars (one from the fall and one from the spring) from each school counselor are detailed and correlate with the percentage of time allocated to the delivery system in the management agreement.

There is strong evidence the school counseling staff regularly reviews the master calendar and periodically updates it as needed.

3

Satisfactory: The master calendar is detailed and shows a depth and breadth of a comprehensive school counseling program. It reflects the school counseling program goals (included in section 3 of the RAMP application), the goals and activities of the guidance curriculum action plan and the percentage of time of the delivery system as outlined in the management agreement.

The two weekly calendars (one from the fall and one from the spring) from each school counselor are detailed and correlate with the percentage of time allocated to the delivery system in the management agreement.

There is evidence the school counseling staff regularly reviews the master calendar and periodically updates it as needed.

2

Weak: The master calendar lacks details of a comprehensive school counseling program. It lacks evidence of reflection of the school counseling program goals (included in section 3 of the RAMP application), the goals and activities of the guidance curriculum action plan or the percentage of time of the delivery system as outlined in the management agreement.

The two weekly calendars (one from the fall and one from the spring) from each school counselor lack detail and lack correlation with the percentage of time allocated to the delivery system in the management agreement.

There is a lack of evidence that the school counseling staff regularly reviews the master calendar and periodically updates it as needed.

1

Poor: The master calendar shows little or no details of a comprehensive school counseling program. It shows little or no evidence of reflection of the school counseling program goals (included in section 3 of the RAMP application), the goals and activities of the guidance curriculum action plan or the percentage of time of the delivery system as outlined in the management agreement.

The two weekly calendars (one from the fall and one from the spring) from each school counselor show little or no detail or correlation with the percentage of time allocated to the delivery system in the management agreement.

There is a little or no evidence that the school counseling staff regularly reviews the master calendar and periodically updates it as needed.

8. Classroom Guidance Curriculum: Action Plan and Lessons

Include the guidance curriculum action plan for your school counseling program and detailed lesson plans for three activities from the plan.

The lesson plans include:

- the dates the lessons were delivered
- standards, competencies and indicators covered

See pages 53–54 and 125–126 of “The ASCA National Model: A Framework for School Counseling Programs” for more information.

Use the action plan template provided in the Application Templates section of the RAMP Web site.

Narrative – The half- to one-page narrative addresses the rationale for how the topics for the lessons were selected and reflects on the effectiveness of the lessons. The narrative also addresses how the school counselors deliver the classroom lessons. If the narrative does not address these areas, the score for this section can be no higher than a 3.

5

Exemplary: The guidance curriculum action plan is highly comprehensive in scope and developmentally appropriate. Three exemplary classroom lessons directly link to the school counseling program philosophy and mission and to competencies and indicators from the ASCA National Standards for Student Competencies. The lessons clearly enable students to master the appropriate standards and competencies.

4

Strong: The guidance curriculum action plan is comprehensive in scope and developmentally appropriate. Three high-quality classroom lessons link to the school counseling philosophy and mission and to competencies and indicators from the ASCA National Standards for Student Competencies. The lessons enable students to master the appropriate standards and competencies.

3

Satisfactory: The guidance curriculum action plan is comprehensive in scope and developmentally appropriate. Three classroom lessons link to the school counseling philosophy and mission and to competencies and indicators from the ASCA National Standards for Student Competencies. The lessons enable students to master the appropriate standards and competencies.

2

Weak: The guidance curriculum action plan is developmentally appropriate but is not comprehensive in scope. Three classroom lessons may link to the school counseling philosophy and mission and the ASCA National Standards for Student Competencies. The lessons may enable students to master the appropriate competencies and indicators.

1

Poor: The guidance curriculum action plan is not developmentally appropriate or comprehensive in scope. Three classroom lessons lack linkage to the school counseling program goals and to competencies and indicators from the ASCA

National Standards for Student Competencies. The lessons may or may not enable students to master the appropriate standards and competencies.

9. Classroom Guidance Curriculum: Results Report

Include the guidance curriculum results report for the three lessons highlighted in section 8.

Use the template provided in the Application Templates section of the RAMP Web site.

Narrative – The half- to one-page narrative addresses how the results will direct future school counseling activities. If the narrative does not address this, the score for this section can be no higher than a 3.

5

Exemplary: The guidance curriculum results report summarizes the three exemplary classroom lessons that are directly linked to the school counseling philosophy and mission and to competencies and indicators from the ASCA National Standards for Student Competencies. Exemplary process, perception and results data are included.

4

Strong: The guidance curriculum results report aligns with the school counseling philosophy and mission, is comprehensive in scope and developmentally appropriate. The three high-quality classroom lessons link to the school counseling philosophy and mission and to competencies and indicators from the ASCA National Standards for Student Competencies. High-quality process, perception and results data are included.

3

Satisfactory: The guidance curriculum results report aligns with the school counseling philosophy and mission, is comprehensive in scope and developmentally appropriate. The three classroom lessons link to the school counseling philosophy and mission and to competencies and indicators from the ASCA National Standards for Student Competencies. Process, perception and results data are included.

2

Weak: The guidance curriculum results report is developmentally appropriate but lacks alignment with the school counseling philosophy and mission and is not comprehensive in scope. The three classroom lessons may link to the school counseling philosophy and mission and the ASCA National Standards. The lessons may enable students to master the appropriate competencies and indicators from the ASCA National Standards for Student Competencies. The results report does not include all components of process, perception and results data.

1

Poor: The guidance curriculum results report is not developmentally appropriate, lacks alignment with the school counseling philosophy and mission and is not comprehensive in scope. The three classroom lessons lack linkage to the school counseling philosophy and mission and to competencies and indicators from the ASCA National Standards for Student Competencies. Little data is reported.

10. Small-Group Responsive Services

Provide a list of all groups conducted in the most recently completed academic year school year including:

- the name of the group
- focus of group
- number of students participating
- which school counselor conducted the groups
- number of times (at least four) each group met

Include detailed lesson plans for one small group including

- dates and topic for each group session
- competencies and indicators addressed in each session
- process, perception and results data for the entire group

See page 42 of "The ASCA National Model: A Framework for School Counseling Programs" for more information.

Narrative – The half- to one-page narrative address how and why group topics and participants were selected. It also addresses how the group results will affect future school counseling groups. If the school has more than one school counselor, explain how the decision was made for the specific school counselor to deliver this group. If the narrative does not address these areas, the score for this section can be no higher than a 3.

5

Exemplary: Multiple groups of at least four meetings are conducted during the school year and address a variety of student needs. Lesson plans for an exemplary small group are detailed and comprehensive. The group's purpose is directly tied to school counseling program goals and competencies and indicators from the ASCA National Standards for Student Competencies. The group is comprehensive in scope, developmentally appropriate, and group activities clearly enable students to master the standards, competencies and indicators stated on the lesson plans. The highest quality process, perception and results data for the overall group are included.

4

Strong: Multiple groups of at least four meetings are conducted during the school year. Lesson plans of the small group are detailed and comprehensive. The group's purpose is directly tied to school counseling program goals and competencies and indicators from the ASCA National Standards for Student Competencies. The group is comprehensive in scope, developmentally appropriate, and group activities enable students to master the standards, competencies and indicators stated on the lesson plans. High-quality, clear and relevant process, perception and results data for the overall group are included.

3

Satisfactory: Two or more groups of at least four meetings are conducted during the school year. Lesson plans of the small group are detailed and comprehensive. The group's purpose is directly tied to school counseling program goals and competencies and indicators from the ASCA National Standards for Student Competencies. The group is comprehensive in scope, developmentally appropriate, and group activities enable students to master the standards, competencies and indicators stated on the lesson plans. Clear and relevant process, perception and results data for the overall group are included.

2

Weak: One or more groups of at least four meetings are conducted during the school year. Lesson plans for the small group lack clarity. The group's purpose lacks a linkage to school counseling program goals or competencies and indicators from the ASCA National Standards for Student Competencies. The group may be developmentally appropriate, and group activities may enable students to master the standards, competencies and indicators stated on the lesson plans. There is a lack of process, perception or results data for the overall group.

1

Poor: One or more groups are conducted during the school year. Lesson plans for the small group lack details and clarity. The group's purpose lacks a linkage to school counseling program goals or competencies and indicators from the ASCA National Standards for Student Competencies. The group may be developmentally appropriate, but group activities lack a linkage to the standards, competencies and indicators stated on the lesson plans. There is a little or no process, perception or results data for the overall group.

11. Closing-the-Gap Results Report

Include a closing-the-gap results report that is tied to the school counseling program goals. The report includes:

- objectives
- target group
- curriculum or materials
- activities or interventions provided
- process, perception and results data
- implications for the school or school counseling program

Narrative – The half- to one-page narrative addresses how the gap was identified and why the activities or interventions were chosen. It also addresses next steps based on the results from the activities or interventions. If the narrative does not address these areas, the score for this section can be no higher than a 3.

5

Exemplary: The closing-the-gap results report is clearly tied to the school counseling program goals. The objectives, target group, curriculum and/or materials are highly aligned and are developmentally appropriate. The report includes exemplary process, perception and results data as well as implications from the data. Exemplary supplemental and supporting documentation provides a thorough explanation on how the gap was identified and why it was important to address. It also addresses how research was used to determine activities and interventions that were highly likely to affect the identified gap.

4

Strong: The closing-the-gap results report is clearly tied to the school counseling program goals. The objectives, target group, curriculum and/or materials are aligned and are developmentally appropriate. The report includes clear and relevant process, perception and results data as well as implications from the data. Strong supplemental and supporting documentation provides a thorough explanation on how the gap was identified and why it was important to address. It also provides clear information about how the activities and interventions were determined and why they were likely to affect the identified gap.

3

Satisfactory: The closing-the-gap results report is clearly tied to the school counseling program goals. The objectives, target group, curriculum and/or materials are aligned and are developmentally appropriate. The report includes process, perception and results data as well as implications from the data. Supplemental and supporting documentation provides a thorough explanation on how the gap was identified and why it was important to address. It also provides information about how the activities and interventions were chosen to address the identified gap.

2

Weak: The closing-the-gap results report may lack ties to the school counseling program goals. The objectives, target group, curriculum and/or materials lack alignment. The report lacks process, perception or results data or implications from the data. Supplemental and supporting documentation lacks an explanation of how the gap was identified or why it was important to address. It also lacks information about how the activities and interventions were chosen to address the identified gap.

1

Poor: The closing-the-gap results report is not tied to the school counseling program goals. The objectives, target group, curriculum and/or materials are not aligned or are not developmentally appropriate. The report lacks process, perception or results data or implications from the data. Supplemental and supporting documentation provides little or no explanation of how the gap was identified or why it was important to address. It provides little or no information about how the activities and interventions were chosen to address the identified gap.

12. Program Evaluation Reflection

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

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

Narrative - A narrative is not required for this section.

5

Exemplary: The reflection is well-articulated and clearly organized. It includes specific details and examples of how the school counseling program provides exemplary leadership, advocacy and collaboration resulting in systemic change for the benefit of students.

4

Strong: The reflection is well-articulated and clearly organized. It includes specific details and examples of how the school counseling program provides strong leadership, advocacy and collaboration resulting in systemic change for the benefit of students.

3

Satisfactory: The reflection is well-articulated and clearly organized. It includes specific details and examples of how the school counseling program provides leadership, advocacy and collaboration that has had an impact on systemic change for the benefit of students.

2

Weak: The reflection lacks organization. It lacks specific details and examples of how the school counseling program provides leadership, advocacy or collaboration to promote systemic change for the benefit of students.

1

Poor: The reflection lacks organization. It provides few or no specific details and examples of how the school counseling program provides leadership, advocacy or collaboration to promote systemic change for the benefit of students.