ARIZONA SCHOOL COUNSELORS ASSOCIATION

ASCA IMPLEMENTATION GUIDE FOR ARIZONA SCHOOL COUNSELORS

www.azsca.org

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This implementation guide is dedicated to all the
Arizona school counselors, administrators, parents, community members, faculty and staff, whose collaborative team work make our schools fertile ground in which our students can learn and grow. This implementation guide is especially dedicated to our students who are the focal point and top priority of our counseling profession and of the ASCA Model.

The following persons are contributors to the Arizona Implementation Guide. Their work and collaboration is greatly valued. Because of their professional commitment, this tool was created to help guide all Arizona school counselors in their implementation of an exemplary educational school counseling program at their school site.

AzSCA Implementation Committee

Teresa Toro, AzSCA Implementation Chair

Stacey Hackett, AzSCA President 2008

Mark Boggie, AzSCA President 2002

Judy Bowers, AzSCA President 1998

Christa Mussi, AzSCA President 2010

Melissa Beverly, AzSCA President Elect 2010

Angela Robinson, AzSCA President Elect Elect 2010

Contributors

Kay Schreiber, Arizona Department of Education

Counselor attendees at the
"ASCA Model with an Arizona Twist" 2009 AzSCA State Conference Session

ARIZONA RAMP RECIPIENTS

Month & Year	Counselors	School	Location in Arizona
June 2010	Vangela Lampee	Quentin Elementary	Avondale
June 2010	Denise Robison	Reynolds Elementary	Tucson
June 2010	Rebecca Fisher	V. E. Johnson	Mesa
June 2009	Christa Petersen	Alma Elementary	Mesa
June 2009	Kara Ferrell & Jennifer Tollefson	Desert Arroyo Middle School	Cave Creek
June 2009	Jeni Nye	Holmes Elementary	Mesa
June 2009	Jacelyn Brand	Irving Elementary	Mesa
June 2008	Christa Petersen	B. T. Washington Elementary	Mesa
June 2009	Melissa Beverly, Lori Dahne, Pam Menton, Mike Sarriano, & Julie Vandenberg	Cactus Shadows High School	Cave Creek
June 2008	Jennifer de la Montana	Degrazia Elementary	Tucson
June 2007	Stacey Hackett	Cavett Elementary	Tucson
June 2007	David Dietz & Denise Robinson	Grijalva Elementary	Tucson
June 2006	Teresa Toro	Davis Bilingual Magnet	Tucson
June 2006	Carolyn Cushing & Michele Keane	John E. White Elementary	Tucson
June 2006	Ellie Marshall	Lineweaver Elementary	Tucson
June 2006	Gayle Morrison	Lynn Urquides Elementary	Tucson
June 2006	Jeanette Gallus	Richey School (K-8)	Tucson
June 2005	Zulema Suarez	Maldonado Elementary	Tucson
June 2005	Diana Johnston	Ford Elementary	Tucson
June 2004	Heather Lotti	Nan Lyons Elementary	Tucson
June 2004	Angela Robinson	Reynolds Elementary	Tucson
June 2004	Barbara Howes	Davidson Elementary	Tucson

GETTING STARTED

In August 2008, AzSCA (Arizona School Counselors' Association) adopted the ASCA (American School Counselors' Association) Model as the framework for all Arizona school counselors. It is the goal of AzSCA that its Implementation Committee provides a user-friendly guide that is aligned to ADE (Arizona Department of Education) initiatives and to assist Arizona school counselors with developing a comprehensive school counseling program. No matter what stage of implementation your school counseling program is at, this guide is formatted to get you started and RAMP (Recognized ASCA Model Program) ready.

RAMP is a prestigious, research-based national recognition award given to school counselors from ASCA. There are 12 components in the RAMP application and each component is scored by a five point rubric. This implementation guide has been written at Level 5, which is the highest score a school counseling program can earn.

The following is the organizational overview of the ASCA Implementation Guide for Arizona School Counselors:

- This section includes the Arizona Department of Education Initiatives that we as school counselors are required to help implement.
- It is organized in the order of the RAMP application, which follows the ASCA Model.
- This guide is in a 3-hole binder, so that you can add your own school counseling program information and data. Additionally, the binder lends itself for you to take out information that will be updated in the future. Updated forms and templates can be found on the AzSCA website.

In the pages after the ADE Initiatives, you will find Step 1 and 2 of a suggested ASCA Model Three Year Implementation Plan, as well as "School Counselor Skills" table. The Implementation Committee strongly encourages each school counseling team to assess which components the department has already incorporated and which ones need to be included. For schools who are just getting started with their ASCA Model implementation, it takes about three years to incorporate the four elements of the ASCA Model successfully. If your school is using the CCBG (Comprehensive Competency Based Guidance) Program, you are off to an great start, because the ASCA Model was based off of the CCBG Program. The "School Counselor Skills" table will help you reflect on the process of implementing the ASCA Model in its entirety. This will especially be important in the twelfth section of the RAMP application where you will be asked to write out your reflections.

Last but not least, when you get to the point in your journey where you collect data to answer the question: How are students different because of the ASCA Model at our school sites? Do not fear! The AzSCA Research Committee is here! The AzSCA Research Committee will be more than willing to help you with the collection of data and the interpretation of it. Their contact information can be found at www.azsca.org/research.

No matter where you are at in the ASCA Model path, your AzSCA Association is here to support and help you. So let's get started for the sake of our students' academic achievement and advancement!

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Arizona Department of Education

ECAP (Education Career Action Plan)

To support the need for secondary school reform, Arizona Department of Education presented to the Arizona Board of Education this need for reform. February 2008, Arizona Board mandated the completion of an Education Career Action Plan (ECAP) as a graduation requirement beginning with the class of 2013. The ECAP is at least a four year process that results in a completed plan for each student that supports each individual student's interests, abilities, and readiness for college and/or the work force. The Arizona State Board Ruling R7-2-302.05 can be found (http://www.ade.az.gov/ecap/StateBoardRule.pdf)

Definition: An ECAP (Education and Career Action Plan) reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals.

Required Attributes: An Arizona Education and Career Action Plan shall, at minimum, allow students to enter, track and update the following information:

- **ACADEMIC**
  - Plan coursework
  - Meet high school requirements
  - Document postsecondary education goals
  - Review academic progress to include needed interventions or advisements
  - Record academic achievement or awards
- **CAREER**
  - Identify postsecondary career plans, options, interests or skills
  - Explore career opportunities
  - Explore needed educational requirements to meet the career option
- **POSTSECONDARY**
  - Explore admissions requirements
  - Complete necessary applications
  - Create a financial assistance plan
- **EXTRACURRICULAR**

  Documentation for participation in:
  - Clubs, organizations or CTSOs
  - Athletics
  - Recreational activities
  - Fine arts opportunities
  - Community service or volunteer activities
  - Work experiences, internships, job shadow, etc
  - Leadership opportunities
  - Other activities the student might wish to note

Arizona Department of Education created a webpage (http://www.ade.az.gov/ecap/) devoted to keeping all stakeholders informed and current on the ECAP process. You will find template examples from Arizona schools, suggested resources, guidance lesson tools, and many other items to help you with your ECAP implementation process.

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Arizona Department of Education

21st Century Skills
(www.21stcenturyskills.org)

EDUCATION AND GLOBAL CONVERGENCE

What learning is needed for the 21st century? These three themes – education and society, education and learning science, and education and learning tools – are all converging to form a new educational framework – one built around the acquisition of 21st century knowledge and skills.

Partnership for the 21st Century Skills is the leading advocacy organization focused on infusing 21st century skills into education. The organization brings together the business community, education leaders, and policy makers to define a powerful vision for 21st century education to ensure every child's success as citizens and workers in the 21st century by providing tools and resources to help facilitate and drive change. The Partnership's framework for learning in the 21st century is based on the essential skills that our children need to succeed as citizens and workers in the 21st century.

The Partnership has identified six key elements of a 21st century education, which are described below.

1. Core Subjects. The No Child Left Behind Act of 2001, which reauthorizes the Elementary and Secondary Education Act of 1965, identifies the core subjects as English, reading or language arts; mathematics; science; foreign languages; civics; government; economics; arts; history; and geography.

2. 21st Century Content. Several significant, emerging content areas are critical to success in communities and workplaces. These content areas typically are not emphasized in schools today:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health and wellness awareness

3. Learning and Thinking Skills. As much as students need to learn academic content, they also need to know how to keep learning — and make effective and innovative use of what they know — throughout their lives. Learning and Thinking Skills are comprised of:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

4. ICT Literacy. Information and communications technology (ICT) literacy is the ability to use technology to develop 21st century content knowledge and skills, in support of 21st century teaching and learning

5. Life Skills. Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into schools deliberately, strategically and broadly. Life skills include:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

6. 21st Century Assessments. Authentic 21st century assessments are the essential foundation of a 21st century education. Assessments must measure all five results that matter — core subjects; 21st century content; learning skills; ICT literacy; and life skills.

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Arizona Department of Education

Character Education

Our Vision...
To develop youth to act and live with positive character values.

Our Mission...
To inspire and support educators, parents and others who touch the lives of youth to instill in youth the traits of positive character.

Character Education Defined
Character education teaches universally-accepted values, such as trustworthiness, respect, responsibility, fairness, caring and citizenship, and motivates youth to incorporate these values into their lives. Character education should be non-partisan and non-religious.

Program Overview
Arizona will be a leader and model state for character education by: providing voluntary education and training on the core values of trustworthiness, respect, responsibility, fairness, caring and citizenship to educators, leaders of youth nonprofit organizations, children and their families in Arizona. This will be made possible through collaborations with businesses, educators, community organizations, the State of Arizona, state and local agencies that deal with parents and youth, youth sports programs and all stakeholders that work with youth.

Arizona Board of Education Character Education Guidelines related to instruction of moral, ethic, and civic characteristics (as required by S.B 1216).

Guideline #1 Encouraging Arizona educators to seek out, research and identify programs which provide materials, background and philosophies that help reach these guidelines and may be suitable to your educational organization.

Guideline #2 Recognizing that instilling moral, ethical and civic characteristics is an intrinsic part of an Arizona educator's responsibilities. Examples of characteristics deemed important to the establishment of moral, ethical and civic foundations may include: integrity; dependability; honesty; fairness; generosity; respectfulness; responsibility; etc.

Guideline #3 Instilling moral, ethical and civic characteristics in Arizona students can be best achieved through positive support structures at the individual, family, school and community levels. Examples of positive support structures at the individual, family, school and community levels may include:

- Open and continuous communication between all parties, including the student as deemed necessary
- Respectful and caring relationships
- Inclusion of parental involvement in actions impacting the instruction of moral, ethical and civic characteristics
- Providing an environment that promotes security, learning, and clear expectations of children/students

Guideline #4 Recognizing and sustaining the duties, rights and privileges of our nation and the communities we live in. Examples of sustaining civic responsibilities may include:

- Volunteering in the community
- Exercising personal rights

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Arizona Department of Education

RTI (Response to Intervention)

Overview

The Response to Intervention (RTI) process is a multi-tiered approach to providing services and interventions to all learners at increasing levels of intensity. This process can be used for making decisions about general, remedial, and special education, creating a well-integrated and seamless system of instruction that is guided by student outcome data. RTI calls for early identification of **academic and behavioral** support, close collaboration among classroom teachers, other educational personnel and parents, and a systemic commitment to locating and employing the necessary resources to ensure that students make progress in the general education curriculum. RTI is an initiative that takes place in the general education environment and is a framework that supports school improvement.

The AZ RTI framework is firmly embedded within ADE's work in continuous school improvement. AZ RTI is the accumulative efforts of best practices in school improvement, intervention and data analysis.

WHY? Why we do this important work is based on the ADE's Mission Statement:

Belief Statements

We believe that within an RTI framework ....

1. ALL students will learn and achieve academic success as a result of effective teaching and supports.
2. ALL students must have access to a rigorous, standards-based curriculum and research-based instruction delivered with fidelity.
3. Collaboration among ALL stakeholders is the foundation of effective problem-solving and instructional decision-making.
4. A comprehensive system of evidence-based, tiered interventions is essential for addressing the full range of student needs.

WHAT: The ADE Standards and Rubric for School Improvement is the framework for what we do in the specified components of Leadership; Curriculum, Instruction and Professional Development; Assessment System; Culture, Climate and Communication; and Resource Management.

HOW: The AZ RTI provides the framework for how we address each student's academic and behavioral needs.

"To ensure academic excellence for all students"

Tier 1 – Universal
Tier 2 – Targeted Intervention
Tier 3 – Intensive Intervention

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ASCA Model Three Year Implementation Plan: Step 1

ASCA Model Elements	Elements already complete	Year 1 Elements to complete	Year 2Elements to Complete	Year 3 Elements to Complete
Foundation				
Develop mission statement		✓		
Develop philosophy & beliefs statement		✓		
Develop domains and goals			✓	
Selection of student standards, competencies and indicators			✓	✓
Management System				
Develop counselor/principal agreement		✓		
Develop advisory Committee				✓
Develop year long calendar		✓		
Develop monthly calendar		✓		
Develop weekly calendar		✓		
Develop curriculum action plan/lesson plan			✓	✓
Develop closing the gap action plan/lesson plan			✓	✓
Analyze student achievement & related data			✓	
Analyze disaggregated data		✓	✓	✓
Evaluate standards & competency related data			✓	✓
Show program evaluation data: Process, perception & results		✓	✓	✓
Show data over time: Immediate, Intermediate, Longitudinal data		✓	✓	✓
Give one pre-post test on guidance curriculum lesson (immediate)		✓	✓	✓
Delivery System				
Develop guidance curriculum based on standards			✓	✓
Develop closing the gap curriculum based on data				✓
Develop individual planning		✓		
Develop responsive services		✓		
Develop systems support		✓		
Accountability System				

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Develop curriculum results reports for action plans			✓	✓
Develop curriculum results report for the closing the gap action plan			✓	✓
Develop results over time		✓	✓	✓
Develop a quarterly audit or your program and submit to supervisor		✓	✓	✓
Develop a yearly audit of your program and submit to supervisor		✓	✓	✓
Complete Program Audit (ASCA Model Handbook, pgs. 131-141)		✓	✓	✓
Use school counselor performance standards/evaluation		✓	✓	✓
Review and update progress each May-June		✓	✓	✓
Support work		**Year 1**	**Year 2**	**Year 3**
Present Completed program to district governing board for approval.				✓
Apply for the ASCA RAMP award.				✓

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Support for School Counseling Programs: Step 2:

It is recommended that the following tasks/relationships be started or planned for at the beginning of program implementation. These tasks or relationships must be an ongoing part of an ASCA Model School Counseling program to insure the program will become institutionalized in the school and district. (1)

Task or Relationship Necessary	What needs to be done?	Who are the contacts?	Date to start
Collaboration with faculty members			
Commitment of top administrators			
Long range implementation plan			
Incorporate school mission with school counseling program			
Community support			
Program of accountability			
Public relations plan			

(1) ASCA National Model Workbook, DeJong and Moeykens (1995)

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School Counselor Skills

In this section, include the skills you have used each year in the following areas over a three year period. This is a valuable tool to help complete the Counselor Evaluation Reflection in Section 12.

School Counselor Skills	Year 1	Year 2	Year 3
Advocacy			
Leadership			
Systemic Change			
Collaboration			

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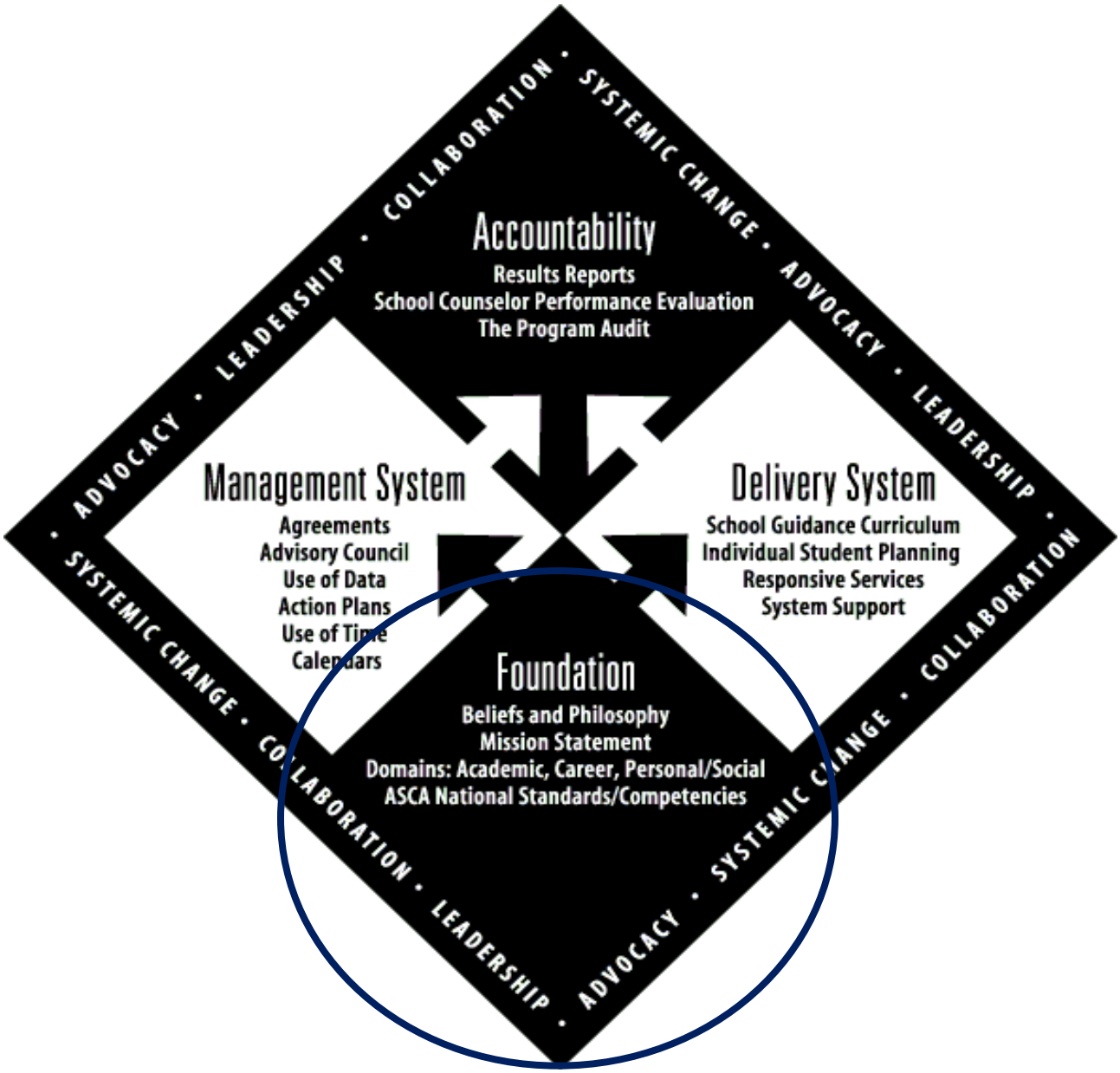
ASCA National Model
Foundation



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Suggested Implementation Plan

ASCA Model Elements	Elements already complete	Year 1 Elements to complete	Year 2Elements to Complete	Year 3 Elements to Complete
Foundation				
Develop mission statement		✓		
Develop philosophy & beliefs statement		✓		
Develop domains and goals			✓	
Selection of student standards, competencies and indicators			✓	✓

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A. Foundation

1. Philosophy Statement

Definition:

- Set of beliefs that motivates program innovations
- Set of values visible to all
- Set of principles guiding professional contributions
- Statement of professional conduct
- Statement committing counselors to continuous professional growth
- Source of collective power

(ASCA Handbook, 2005, pages 28- 30)

A Level 5 Award Winning RAMP philosophy statement requires that it:

- Has an agreed-upon belief system about the ability of all students to achieve
- Addresses every student
- Addresses student developmental needs and focuses on primary prevention
- Addresses the school counselor's role as an advocate for every student
- Identifies the people, who are to be involved in the delivery or program activities
- Specifies who will plan and manage the program
- Uses data to drive program decision
- Defines how the program will be evaluated and by whom
- Includes ethical guidelines or standards

- If your school's philosophy statement is similar to that of another source, you need to reference your source.
- Include the original signatures of the school principal, the school counselor(s) at the school site, and the Advisory Council representatives.

- Provide a half- to one-page narrative addressing how the statement of philosophy was developed and why certain components were included or excluded. The narrative should discuss how the statement is school specific and addresses school wide data.

(RAMP Application, page 4)

Tips:

- Keep it simple.
- Arizona RAMP examples can be found on www.azsca.org/ramp
- For further examples, refer to pages 21 – 22 in the ASCA National Model Workbook, 2004.

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Philosophy Statement Draft

The counselors in _____ School believe: _____

- _____
- _____
- _____
- _____

And that the _____ comprehensive school counseling program should:

- _____
- _____
- _____
- _____

And that all the counselors in _____ School: _____

- _____
- _____
- _____
- _____

Accepted by (original signatures only):
Principal: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
Advisory Council Member: _____
Advisory Council Member: _____
Advisory Council Member: _____

(RAMP Application, page 5)

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2. Mission Statement

Definition:

- Keeps the program's focus on beliefs, assumptions and philosophy
- Establishes a structure for innovations
- Creates a vision
- Provides an anchor in the face of change

(ASCA Handbook, 2005, page 30)

A Level 5 Award Winning RAMP mission statement requires that it:

- Is school specific and reflects the state and district level
- Reflects the school's vision and how the counseling department will address the students' growth and developmental needs through the academic, career, and personal/social domains
- Be written with students as the primary focus
- Advocates for equity, access and success of every student
- Indicates the long-range results desired for all students
- Show evidence that it has been presented to and accepted by the school's administration, counselors and the Advisory Council.
- Include a copy of the school's mission statement
- Include the original signatures of the school principal, the school counselor(s) at the school site, and the Advisory Council representatives.
- Provide a half- to one-page narrative addressing how the mission statement was developed and why certain components were included or excluded.

(RAMP Application, page 6)

Tips:

- **If adapted, give proper credit.**
- A mission statement should be only one sentence long and easy to recall at any given time.
- Arizona RAMP examples can be found on www.azsca.org/ramp
- For further examples, refer to page 23 in the ASCA National Model Workbook, 2004.

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Mission Statement Draft

The Mission Statement of _____ School

The mission of _____ school is _____

The Mission Statement of the _____ School Counseling Program

The mission of _____ School Counseling Program is _____

Accepted by (original signatures only):
Principal: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
Advisory Council Member: _____
Advisory Council Member: _____
Advisory Council Member: _____

(RAMP Application, page 7)

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3. School Counseling Program Goals

Definition:

A school counseling program goal is an end to which efforts are directed in order to positively impact students' academic, career, and personal/social achievement. It is also an end whose outcome can be measured with data.

(ASCA Handbook, 2005, pages 132 & 151)

Level 5 Award Winning RAMP school counseling program goals require that they:

- **Clearly promote student achievement, attendance or behavior for all students addressed in the goal**
- Reflect the school counseling department's prioritized ASCA standards and competencies
- Reflect the school's goals and address school wide or closing the gap issues
- Clearly reflect how your counseling department selected the goals and that they are based on your school's data
- Address the students' academic, career, and personal/social development

- Show evidence that the competencies and standards have been presented to administration, the counselor(s) in your department, and your school's site council members.

- Provide a half- to one-page narrative addressing how and why these goals were selected, data that influenced the decision to select the goals and how these goals promote the chosen domain(s) – academic, career and/or personal/social development.

(RAMP Application, page 13)

Tips:

- Make sure you have baseline data, so you can assess the progress of your preventative and/or intervention measures at the end of the school year.

- Include one of your school's yearly goals to create a systemic counseling program.

- Arizona RAMP examples can be found on www.azsca.org/ramp

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School Counseling Program Goals Draft

Note: You are not limited to the goal space provided; yet, it is recommended that you limit the number of goals to 3 or 4 for quality outcomes.

Goal #1: _____
_____

Goal #2: _____
_____

Goal #3: _____
_____

Goal #4: _____
_____

Accepted by (original signatures only):
Principal: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
School Counselor: _____
Advisory Council Member: _____
Advisory Council Member: _____
Advisory Council Member: _____

(RAMP Application, page 14)

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4. Competencies and Indicators

The ASCA National Model, defines the following as:

Domains are broad developmental areas including standards and competencies and promote behaviors that enhance learning for all students. They are academic, career, and personal/social development.
Standards are those statements providing a description of what students should know and be able to do at the highest level of expectation.
Competencies are specific expectations that students achieve in the content standard areas within the academic, career and personal/social development domains.
Indicators describe the specific knowledge, skills or abilities that individuals demonstrate to meet a specific competency.

(ASCA Handbook, 2005, page 32)

Level 5 Award Winning RAMP competencies and indicators require that they:

- Are identified and developmentally appropriate for each grade level at your school site (K – 6, 7 – 8, 9 – 12 or K – 12)
- Be *directly* linked to your school's mission statement, goals, and needs
- Provide a half- to one-page narrative addressing *how the competencies and indicators were selected* and *how they are utilized in the school counseling program*. It also addresses *how the competencies and indicators are reviewed or revised each school year.*

(RAMP Application, page 5)

Tips:

- This can be a daunting task. Keep it simple and aligned with Arizona Initiatives (ECAP), which can be found in the "Getting Started" section.
- Arizona RAMP examples can be found on www.azsca.org/ramp
- Refer to pages 108-113 in the ASCA National Model Workbook, 2004, for a detailed Crosswalking Tool.

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Competencies and Indicators Draft

Note: "Indicators" are ASCA terminology. In Arizona, they are identified as "performance objectives" or PO's.

ASCA NATIONAL STANDARDS: CURRICULUM CROSSWALKING TOOL

This form can be used to assist you in determining which standards your current or planned curriculum addresses

Grade Levels:			
ACADEMIC DEVELOPMENT DOMAIN			
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.			
Competency A1 Improve Academic Self-concept			
A:A1.1 articulate feelings of competence and confidence as learners			
A:A1.2 display a positive interest in learning			
A:A1.3 take pride in work and achievement			
A:A1.4 accept mistakes as essential to the learning process			
A:A1.5 identify attitudes and behaviors which lead to successful learning			
Competency A2 Acquire Skills for Improving Learning			
A:A2.1 apply time management and task management skills			
A:A2.2 demonstrate how effort and persistence positively affect learning			
A:A2.3 use communications skills to know when and how to ask for help when needed			
A:A2.4 apply knowledge and learning styles to positively influence school performance			
Competency A3 Achieve School Success			
A:A3.1 take responsibility for their actions			
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students			
A:A3.3 develop a broad range of interest and abilities			
A:A3.4 demonstrate dependability, productivity, and initiative			
A:A3.5 share knowledge			
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.			
Competency B1 Improve Learning			
A:B1.1 demonstrate the motivation to achieve individual potential			
A:B1.2 learn and apply critical thinking skills			
A:B1.3 apply the study skills necessary for academic success at each level			
A:B1.4 seek information and support from faculty, staff, family and peers			
A:B1.5 organize and apply academic information from a variety of sources			
A:B1.6 use knowledge of learning styles to positively influence school performance			
A:B1.7 become a self-directed and independent learner			

ACADEMIC DEVELOPMENT DOMAIN			

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Competency B2 Plan to Achieve Goals			
A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school			
A:B2.2 use assessment results in educational planning			
A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement			
A:B2.4 apply knowledge of aptitudes and interests to goal setting			
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals			
A:B2.6 understand the relationship between classroom performance and success in school			
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities			
STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.			
Competency C1 Relate School to Life Experience			
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life			
A:C1.2 seek co-curricular and community experiences to enhance the school experience			
A:C1.3 understand the relationship between learning and work			
A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals			
A:C1.5 understand that school success is the preparation to make the transition from student to community member			
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities			

CAREER DEVELOPMENT DOMAIN			
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.			
Competency A:1 Develop Career Awareness			
C:A1.1 develop skills to locate, evaluate, and interpret career information			
C:A1.2 learn about the variety of traditional and nontraditional occupations			
C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations			
C:A1.4 learn how to interact and work cooperatively in teams			
C:A1.5 learn to make decisions			
C:A1.6 learn how to set goals			
C:A1.7 understand the importance of planning			
C:A1.8 pursue and develop competency in areas of interest			
C:A1.9 develop hobbies and vocational interests			
C:A1.10 balance between work and leisure time			

CAREER DEVELOPMENT DOMAIN			

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Competency A:2 Develop Employment Readiness			
C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills			
C:A2.2 apply job readiness skills to seek employment opportunities			
C:A2.3 demonstrate knowledge about the changing workplace			
C:A2.4 learn about the rights and responsibilities of employers and employees			
C:A2.5 learn to respect individual uniqueness in the workplace			
C:A2.6 learn how to write a resume			
C:A2.7 develop a positive attitude toward work and learning			
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
C:A2.9 utilize time and task-management skills			
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.			
Competency B:1 Acquire Career Information			
C:B1.1 apply decision making skills to career planning, course selection, and career transition			
C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice			
C:B1.3 demonstrate knowledge of the career planning process			
C:B1.4 know the various ways in which occupations can be classified			
C:B1.5 use research and information resources to obtain career information			
C:B1.6 learn to use the internet to access career planning information			
C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice			
C:B1.8 understand how changing economic and societal needs influence employment trends and future training.			
Competency B:2 Identify Career Goals			
C:B2.1 demonstrate awareness of the education and training needed to achieve career goals			
C:B2.2 assess and modify their educational plan to support career			
C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience.			
C:B2.4 select course work that is related to career interests			
C:B2.5 maintain a career planning portfolio			
CAREER DEVELOPMENT DOMAIN			
STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.			
Competency C:1 Acquire Knowledge to Achieve Career Goals			
C:C1.1 understand the relationship between educational achievement and career success			
C:C1.2 explain how work can help to achieve personal success and satisfaction			
C:C1.3 identify personal preferences and interests which influence career choice and success			
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills			
C:C1.5 describe the effect of work on lifestyle			
C:C1.6 understand the importance of equity and access in career choice			

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C:C1.7 understand that work is an important and satisfying means of personal expression			
Competency C2 Apply Skills to Achieve Career Goals			
C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals			
C:C2.2 learn how to use conflict management skills with peers and adults			
C:C2.3 learn to work cooperatively with others as a team member			
C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences			
PERSONAL/SOCIAL DOMAIN			
STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.			
Competency A1 Acquire Self-Knowledge			
PS:A1.1 develop positive attitudes toward self as a unique and worthy person			
PS:A1.2 identify values, attitudes and beliefs			
PS:A1.3 learn the goal-setting process			
PS:A1.4 understand change is a part of growth			
PS:A1.5 identify and express feelings			
PS:A1.6 distinguish between appropriate and inappropriate behavior			
PS:A1.7 recognize personal boundaries, rights, and privacy needs			
PS:A1.8 understand the need for self-control and how to practice it			
PS:A1.9 demonstrate cooperative behavior in groups			
PS:A1.10 identify personal strengths and assets			
PS:A1.11 identify and discuss changing personal and social roles			
PS:A1.12 identify and recognize changing family roles			
PERSONAL/SOCIAL DOMAIN			
Competency A2 Acquire Interpersonal Skills			
PS:A2.1 recognize that everyone has rights and responsibilities			
PS:A2.2 respect alternative points of view			
PS:A2.3 recognize, accept, respect and appreciate individual differences			
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity			
PS:A2.5 recognize and respect differences in various family configurations			
PS:A2.6 use effective communications skills			
PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior			
PS:A2.8 learn how to make and keep friends			
STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.			
Competency B1 Self-Knowledge Application			
PS:B1.1 use a decision-making and problem-solving model			
PS:B1.2 understand consequences of decisions and choices			
PS:B1.3 identify alternative solutions to a problem			
PS:B1.4 develop effective coping skills for dealing with problems			
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions			
PS:B1.6 know how to apply conflict resolution skills			
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences			
PS:B1.8 know when peer pressure is influencing a decision			

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PS:B1.9 identify long- and short-term goals			
PS:B1.10 identify alternative ways of achieving goals			
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills			
PS:B1.12 develop an action plan to set and achieve realistic goals			
STANDARD C: Students will understand safety and survival skills.			
Competency C1 Acquire Personal Safety Skills			
PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)			
PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual			
PS:C1.3 learn about the differences between appropriate and inappropriate physical contact			
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy			
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help			
PS:C1.6 identify resource people in the school and community, and know how to seek their help			
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices			
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse			
PS:C1.9 learn how to cope with peer pressure			
PS:C1.10 learn techniques for managing stress and conflict			
PS:C1.11 learn coping skills for managing life events			

(RAMP Application, pages 9-12)

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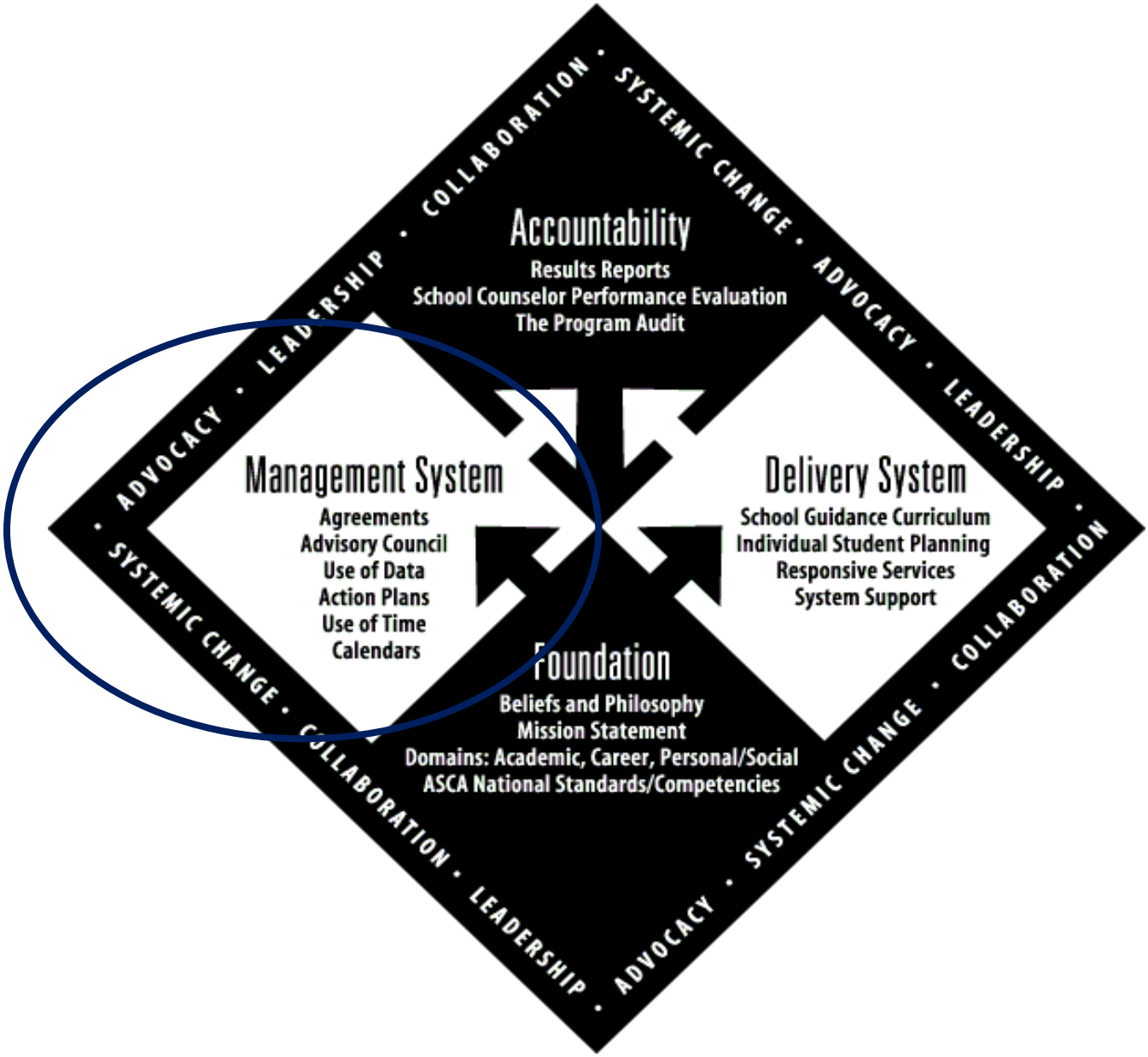
ASCA National Model
Management System



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Suggested Implementation Plan

ASCA Model Elements	Elements already complete	Year 1 Elements to complete	Year 2Elements to Complete	Year 3 Elements to Complete
Management System				
Develop counselor/principal agreement		✓		
Develop advisory Committee				✓
Develop year long calendar		✓		
Develop monthly calendar		✓		
Develop weekly calendar		✓		
Develop curriculum action plan/lesson plan			✓	✓
Develop closing the gap action plan/lesson plan			✓	✓
Analyze student achievement & related data			✓	
Analyze disaggregated data		✓	✓	✓
Evaluate standards & competency related data			✓	✓
Show program evaluation data: Process, perception & results		✓	✓	✓
Show data over time: Immediate, Intermediate, Longitudinal data		✓	✓	✓
Give one pre-post test on guidance curriculum lesson (immediate)		✓	✓	✓

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B. Management System

5. Management Agreement

Definition:

A management agreement is based upon the needs of the school site and analyzing data. Ultimately, the counseling department staff, the administrator in charge of supervising the Counseling Department, and the principal need to be part of this important decision-making process.

(ASCA Handbook, 2005, page 46)

A Level 5 Award Winning RAMP Management Agreement requires that:

- It is signed by counselor and principal/supervisor within the first two months of school starting
- Each counselor submits an agreement
- The percentage of time correlates with ASCA recommended use of time
- It is thorough of each counselor's scope of work
- It reflects the mission and goals
- It provide a half- to one-page narrative that addresses an *explanation of how the duties are distributed* among the school counseling staff and *how the decision to distribute duties was made.*

(RAMP Application, page 7)

Tips:

- Meeting with your principal to go over how you will spend your time at the beginning of the school year is a perfect opportunity to educate and remind your principal what your role is as a school counselor.
- This agreement is also an important advocacy tool for your supervisor to use in the event that your supervisor needs to speak with your principal about allowing and supporting you to do your job.
- Arizona RAMP examples can be found on www.azsca.org/ramp
- Refer to pages 65-67 and 85-89 of the ASCA National Model Workbook, 2004, for more examples.

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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.			

(ASCA Handbook, page 55)

SCHOOL COUNSELOR/PRINCIPAL AGREEMENT DRAFT
_____ SCHOOL YEAR

School:	**Date:**

Counselor Name	**Signature**

Student Access: Students access the school counselor by:
[ ] Grade Level:

[ ] Alpha listing

Domain (check the domain you are responsible for)

* All counselors are responsible for all three
[ ] Academic [ ] Career [ ] Personal/Social

Programmatic Delivery
In order to achieve the results planned, the counselors will spend:

___% of time in the classroom.
___% of time with individual planning.
___% of time with responsive services.
___% of time with system support.

The Guidance & Counseling Team Plan will include programs and services with the following outcomes relating to:

Staff:
Ensure that all students are served by:

Communicating important information to our students by:

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Parents:
Involving our parents/guardians in the lives of our students by:

Community:
Connecting our school and community by:

Fostering liaisons between the school and community resources:

Continued Professional Development: (List specific activities.)
Being life-long learners by:

Professional Collaboration
The School Counseling Department will meet weekly/monthly/yearly:
[ ] As a counseling department team (weekly) [ ] With Administration (weekly)
[ ] With the school staff (faculty) – (weekly & monthly) [ ] Instructional Council (weekly)
[ ] With subject area departments (weekly) [ ] With the Site Council (monthly)
[ ] With site-based management committee

Office Organization

The school counseling secretary will:

The clerk/receptionist will:

The registrar will:

The student aides will:

Volunteers will:

Others will:

Completed Agreements are due in the School Counseling Office by September. Thank you.

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6. Advisory Council

Definition:

The Advisory Council is a representative group of people appointed to advise and assist the school's counseling program of a given school district. The Advisory Council reviews the goals, competencies, and results; then, provides recommendations to the counseling department, principal, and superintendent. It is highly recommended that the Advisory Council include: Students, parents/guardians, teachers, counselors, administrators, school board members, and business and community members. The Advisory Council should consist of a minimum of eight members, not to exceed 20, and should meet at least twice a year.

(ASCA Handbook, 2005, page 47)

A Level 5 Award Winning RAMP Advisory Council Section requires that:

- It provides *two* sets of agenda and minutes
- It provides a list of representatives from all stakeholders (parents, teachers, administration, community, students, etc).
- It provides evidence that school data, goals and counseling activities are presented to Council
- The Council provides input on goals and activities
- The Council is solely focused on School Counseling Program
- It provides a half- to one-page narrative addressing *how feedback and input from the advisory council guides the school counseling program.*

(RAMP Application, page 9)

Tips:

- It is ideal that you meet with your Advisory Council at least once a quarter or once a semester and that you create an agenda and document the minutes of the meeting.
- The Council is an opportunity for the school counseling department to get feedback and input from their stakeholders on their counseling goals and activities. Be sure to include this process both in your minutes and your narrative.
- Arizona RAMP examples can be found on www.azsca.org/ramp
- Refer to pages 67-69 and 90-94 of the ASCA National Model Workbook, 2004, for more examples.

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Advisory Council Stakeholder List Draft

Advisory Council Members	Stakeholder Positions
	Administrator/Supervisor
	Counseling Department Chair
	School Counselor(s)
	Student
	Student
	Parent
	Guardian
	Teacher
	Teacher
	School Board Member
	Parent Liaison
	Business Partner

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7. Master Calendar

Definition:

"School counselors develop and publish a master calendar of school counseling events to ensure students, parents or guardians, teachers and administrators know what and when school counseling activities are scheduled and when and where activities will be held. Calendars also assist with planning, ensuring program participation." There are three types of calendars: Annual, monthly and weekly.

(ASCA Handbook, 2005, pages 57-58)

A Level 5 Award Winning RAMP Master Calendar requires you to:

- Include your school's master calendar highly detailed to reflect guidance lessons for the most recently completed academic year.
- Include two weekly calendars for each school counselor at your school site (sample on page 16) – one from the fall semester and one from the spring semester highly detailed and highly correlate with % of time allocated on the management agreement
- Include ASCA Model Standards and the four components of the Delivery System
- Show the Counseling Department is using its time to progressively reach its program goals
- Show an indication that your Counseling Department is continually reviewing its progress plan review dates & note changes & revisions
- Reflect the percentages delineated in the Management Agreement

- Provide a half- to one-page narrative that 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.

(RAMP Application, page 20)

Tips:

- Arizona State Board of Education Rule has mandated that every student, beginning with the freshman Class of 2013, shall develop an Education and Career Action Plan (ECAP).

- Advocate for yourself; post your weekly schedule. Leave no gaps in your schedule or people will fill those gaps in with non-guidance activities.

- Arizona RAMP examples can be found on www.azsca.org/ramp

- Refer to pages 75-79 and 108-110 of the ASCA National Model Workbook, 2004, for more examples.

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GUIDANCE AND COUNSELING MASTER CALENDAR DRAFT
School Guidance Counselor: _____
Site: _____ School Year: _____
Foci: Academic, Career and Personal/Social Domains

AUGUST	**JANUARY**
SEPTEMBER	**FEBRUARY**
OCTOBER	**MARCH**
NOVEMBER	**APRIL**
DECEMBER	**MAY**

Tucson Unified School District Sample

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Master Calendar Draft

MONTH	Grade: __	Grade: __	Grade: __	Grade: __	NOTES
August					
September - October					
November - December					
January – February					
March – April					
May					

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Your Education and Career Action Plan

ECAP Attributes	Corresponding Activities
ACADEMIC	
o Plan coursework	
o Meet high school requirements	
o Document postsecondary education goals	
o Review academic progress to include needed interventions	
o Record academic achievement or awards	
CAREER	
o Identify postsecondary career plans, options, interests or skills	
o Explore career opportunities	
o Explore needed educational requirements to meet the career option	
POSTSECONDARY	
o Explore admissions requirements	
o Complete necessary applications	
o Create a financial assistance plan	
EXTRACURRICULAR	
Documentation for participation in:	
o Clubs or organizations	
o Athletics	
o Recreational activities	
o Fine arts opportunities	
o Community service or volunteer activities	
o Work experiences, internships, job shadow, etc	
o Leadership opportunities	
o Other activities the student might wish to note	

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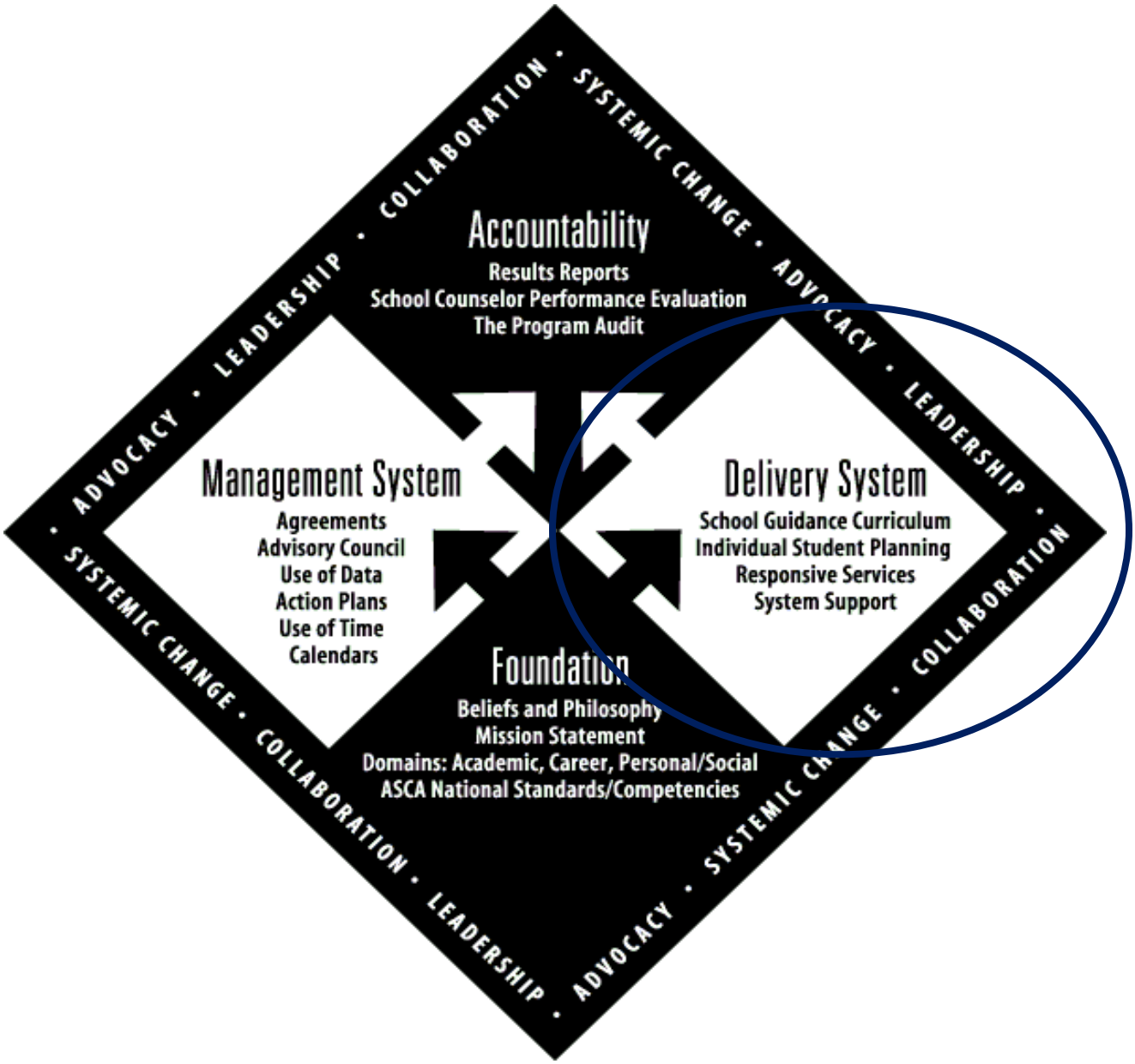
ASCA National Model
Delivery System



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Suggested Implementation Plan

ASCA Model Elements	Elements already complete	Year 1 Elements to complete	Year 2Elements to Complete	Year 3 Elements to Complete
Delivery System				
Develop guidance curriculum based on standards			✓	✓
Develop closing the gap curriculum based on data				✓
Develop individual planning		✓		
Develop responsive services		✓		
Develop systems support		✓		

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C. Delivery System

8. Classroom Guidance Curriculum: Action Plan and Lessons

Definition:

- "[It] consists of a written instructional program that is comprehensive in scope, preventative and proactive, [and] developmental in design ..."
- The lessons are aligned with the school counseling program's philosophy and the Academic State Standards or Common Core Standards, goals, and student competencies.
- The lessons promote the knowledge of and aptitudes of necessary skills by addressing topics on academic achievement, career development, and personal/social growth.
- The following are examples of guidance curriculum: Classroom instruction, interdisciplinary curriculum development, group activities, and parent workshops.

(ASCA Handbook, 2005, pages 40-41)

A Level 5 Award Winning RAMP Guidance Curriculum requires that you:

- Include the guidance curriculum action plan for your school counseling program
- Include a detailed lesson plan for three activities from the plan, which include:
  - The dates the lessons were delivered
  - Standards, competencies and indicators covered
- Include a pre- and post-test to determine whether or not the students mastered the standards, competencies, and objectives addressed. What percentage of the students got the gist of the lesson?
- Address how and where the school counselors delivered the classroom lessons
- Include clear and relevant process, perception and results data and documentation
- Include a graph showing results
- Provide a half- to one -page and thorough narrative addressing 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.

(RAMP Application, page 21)

Tips:

- There are three things to keep in mind when building professional relationships with the teachers in your school to the point where they will allow you to use their teaching time to deliver guidance lessons to the students:
  1. Give your Master Calendar of your guidance lessons for the year at the beginning of the school year and explain to the teachers the purpose for teaching those lessons.
  2. When going into the classroom, provide the teachers with lesson plans that include key components, such as counseling competencies and state standards addressed. This way, they see that your lessons are addressing the state standards their students need to be exposed to.
  3. Teachers tend to be more particular of their time, especially during testing time. So, make sure your guidance lessons are about things such as test anxiety and test preparation strategies. If they ask you to teach a certain lesson to address a prevalent concern in the class; by all means, be flexible and support their request.

- Arizona RAMP examples can be found on www.azsca.org/ramp

- Refer to pages 31-50 and 57-64 of the ASCA National Model Workbook, 2004, for more examples.

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Classroom Guidance Lesson Plan

Counselor Name: **School:**
Title: **Date:**
Unit:
Grade Level: **Time Required:**

Lesson Objective
SWBAT:

Language Objective
SWBAT:

ASCA National Standard(s)

Arizona Academic Standards

Materials/Resources

Key Vocabulary

Anticipatory Set/Introduction

Activity

Closure

Evaluation
Process data

Perception data

Results data

How was the evaluation conducted?

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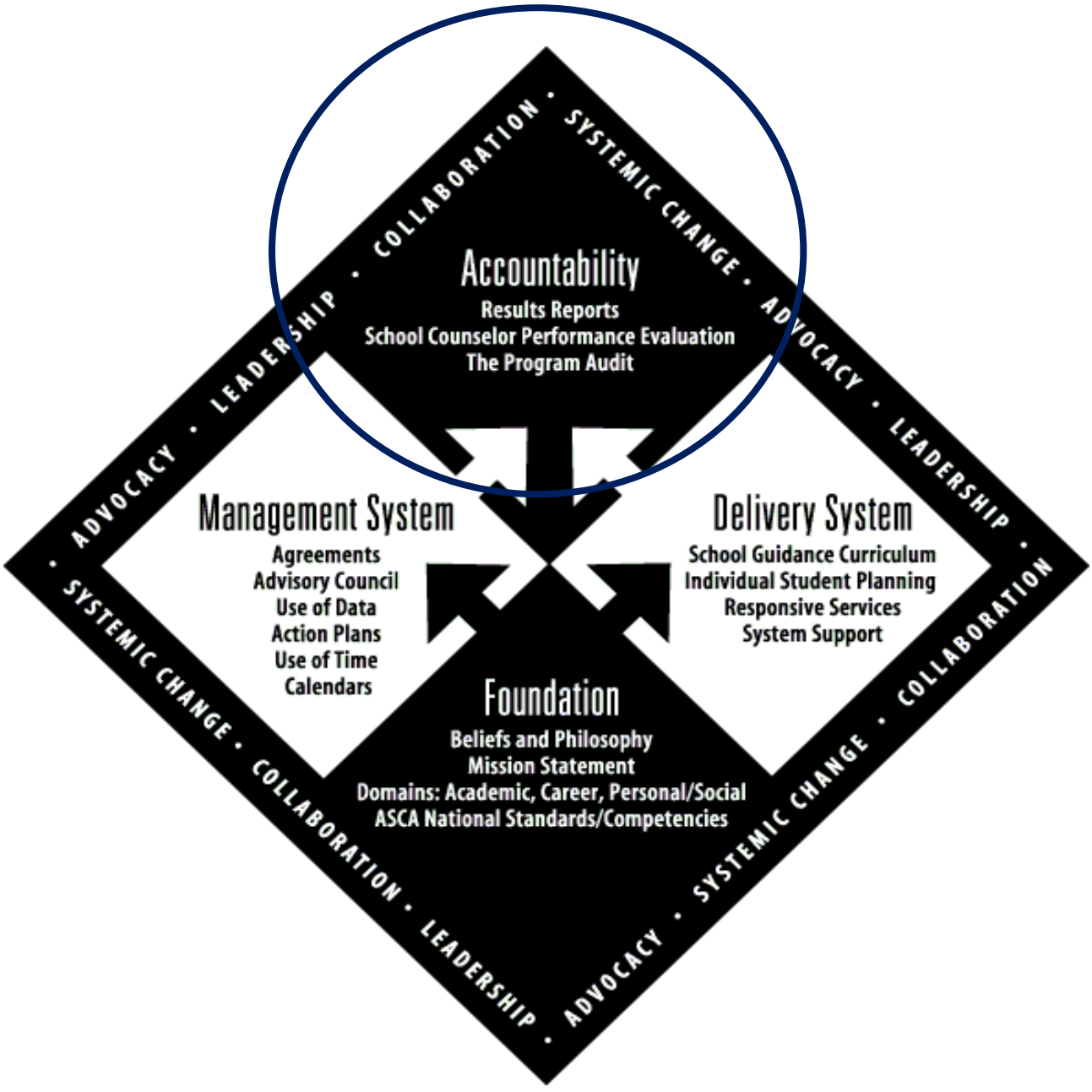
ASCA National Model
Accountability



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Suggested Implementation Plan

ASCA Model Elements	Elements already complete	Year 1 Elements to complete	Year 2Elements to Complete	Year 3 Elements to Complete
Accountability System				
Develop curriculum results reports for action plans			✓	✓
Develop curriculum results report for the closing the gap action plan			✓	✓
Develop results over time		✓	✓	✓
Develop a quarterly audit or your program and submit to supervisor		✓	✓	✓
Develop a yearly audit of your program and submit to supervisor		✓	✓	✓
Complete Program Audit (ASCA Model Handbook, pgs. 131-141)		✓	✓	✓
Use school counselor performance standards/evaluation		✓	✓	✓
Review and update progress each May-June		✓	✓	✓

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D. Accountability

9. Classroom Guidance Curriculum: Results Report

Definition:

- The Guidance Curriculum Results Report helps to answer: How are students different as a result of the program?
- School counselors use results reports to follow programs from beginning to end, analyze the data for effectiveness, and change and make improvements as needed.
- The ultimate goal of the results report is to show change in student behavior and learning.

(ASCA Handbook, 2005, page 59)

A Level 5 Award Winning RAMP Classroom Guidance Curriculum Results Report requires:

- A Guidance Curriculum Results Report for the three lessons highlighted in Section 8 and that it reflects the ASCA National Standards, school competencies/indicators and school counseling program goals.
- That each results report include: 1) Guidance lesson contents; 2) number of lessons delivered and how they were delivered; 3) start and end dates; and clear, concise, and relevant 4) perception data; 5) process data; and 6) results data.
- Additional data, relevant examples, and documentation to be included.
  Graphs speak volumes if included.

- Provide a half- to one-page narrative addressing how the results will direct future school counseling activities.

(RAMP Application, page 25)

Tip:

- Arizona RAMP examples can be found on www.azsca.org/ramp

- Refer to pages 118-122 of the ASCA National Model Workbook, 2004, for more examples.

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GUIDANCE CURRICULUM RESULTS REPORT DRAFT

School District: _____ School: _____ Year: _____

Grade Level	Lesson Title & Content	# of Guidance Lessons Delivered in What Class or Subject	ASCA Standard, Competency, Indicators	School Counseling Program Goal Addressed	Start & End Dates	Process Data	Perception Data	Results Data	Implications (What does the data reveal?)

_____ _____ _____

Prepared by **Principal's signature** **Date**

Additional data, relevant examples, and documentation attached

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10. Small-Group Responsive Services

Definition: Small-Group Curriculum addresses the needs for the following types of small groups:

- Small-Group Appraisal: School counselors work with students analyzing and evaluating students' abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping student develop immediate and long-range plans.
- Small-Group Advisement: School counselors advise students using personal/social, education, career and labor market information in planning personal, educational and occupational goals.
- Small-Group for Responsive Services: Counseling is provided ... for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks ... Small-group counseling helps students identify problems, causes, alternative and possible consequences so they can take appropriate action. Such counseling is normally short-term in nature. *School counselors do not provide therapy.* When necessary, referrals are made to appropriate community resources.

(ASCA Handbook, 2005, pages 41-42)

A Level 5 Award Winning RAMP Small-Group Curriculum requires that you:

- Provide a list of all groups conducted in the most recently completed academic year, including:
  - The name of the group
  - Focus of the 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.
- Make sure that the support group lesson plans can either address appraisal, advisement or responsive services and include:
  -Dates and topic for each group session
  -Competencies and indicators addressed in each session
  -Process, perception and results data for the entire group
- Ensure that the counseling group of students is comprehensive in scope and enables the students to master the targeted objectives of the group
- Include quality, clear, and relevant process, perception, and results data of this group
- Provide a half- to one-page narrative addressing 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. (RAMP Application, page 23)

Tips:

- Remember, small groups are not supposed to be therapy sessions, but opportunities provided to students a structured and safe environment where they can learn resiliency strategies to be more successful both on a personal and academic level.
- Small counseling sessions should last for 6-8 sessions, unless it's a small group that addresses attendance and you are tracking their progress for a semester or year.
- Before running a small group, have a goal in mind and prepare lessons that will lead to that goal. Parents, teachers, and administrators have requested small group lessons to have a better sense of how you are spending time with the student.
- Small groups are a perfect opportunity to collect data to see if this intervention is making a positive impact on student academic achievement. The next page provides definitions of different types of data you can collect, use, and interpret.
- Refer to the following terms and definitions of data to better understand the "Small-Group Curriculum Overview Workspace" form. This way, you will be able to fill it out correctly and in its entirety.
- Arizona RAMP examples can be found on the AzSCA website at www.azsca.org

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DATA DEFINITIONS

Use of Data to affect change within the school system is essential to ensure that all students receive the benefits of a school counseling program. School counselors know how to evaluate data from their school site.

Data-driven: decisions concerning future action; that are based on information, survey reports, assessments, statistics, or other forms of data.

Process Data answers the question, "What did you do for whom?" and provides evidence that the event happened. It is the method of evaluation using figures, such as numbers of students served, groups and class room visits, to show the activities, rather than the results from the activities.
Examples:

- Held 6 five-session counseling groups with eight students each on anger management
- 1,350 6-8th grade students received violence prevention school guidance lesson
- 250 parents/guardians attended a career evening event
- All high school students were seen individually to prepare an academic plan

Perception Data answers the question, "What do people think they know, believe or do?" It measures what students and others observe or perceive, knowledge gained, attitudes, and beliefs held or competencies achieved.
Examples:

- 100% of the students in grades 9-12 have completed an academic plan
- 100% of sixth grade students have completed an interest inventory

Results Data answers the question, "So what?" The outcomes data show how students are measurably different as a result of the program.
Examples:

- Graduation rates improved by 14%
- Attendance improved among seventh grade males by 49%
- Discipline referrals decreased by 30%

Data over Time helps to get a picture of the impact of the school program over time. There are three different time frames:

- Immediate – measures immediate impact of knowledge, skills or attitudes as a result of the counselor activity or intervention (pre – post tests to test competencies; four-year plans are completed)
- Intermediate - measures application of knowledge, skills, and attitudes over a short period of time. (improved test taking ability; improved classroom behaviors; improved grade after homework or study skills lessons.)
- Long range – is school wide year-to-year, longitudinal student impact data collected for areas such as student attendance, graduation rates and suspension data.

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SMALL-GROUP CURRICULUM OVERVIEW DRAFT

Counselor's Name:_____ School: _____

Group Name:_____

Type of Group: Appraisal / Advisement / Responsive Services

Why was this group created? _____
_____

How were the students chosen and what was their grade level? _____
_____

How many sessions were involved? _____ How long was each session? _____
List of activities or session titles:

(Attach the small-group lesson plans to this overview.)

ASCA National Standard(s) addressed:

Competency(ies)/Indicator(s)/Performance Objectives addressed:

School Counseling Program Goal addressed:

Materials and resources used:

Evaluation:
Process Data:

Perception Data:

Results Data:

(Additional documentation that is necessary to explain the outcome of the small group, such as bar graphs and/or pie graphs)

This workspace has been revised from the Small-Group Guidance Template of the RAMP Application found on page 24.

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Small Group Guidance Lesson Plan

Counselor Name: **School:**
Title: **Date:**
Unit:
Grade Level: **Time Required:**

Lesson Objective
SWBAT:

Language Objective
SWBAT:

ASCA National Standard(s)

Arizona Academic Standards

Materials/Resources

Key Vocabulary

Anticipatory Set/Introduction

Activity

Closure

Evaluation
Process data

Perception data

Results data

How was the evaluation conducted?

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11. Closing the Gap Results Report

Definition:

- A Closing the Gap Results Report addresses the differences in achievement levels.
    - Closing the Gap activities address what discrepancies exist in meeting students' needs and their achievement.
    - The Closing-the-Gap results report identifies how students are different because of the school counseling program through documenting process, perception and results data.

(ASCA Handbook, 2005, page 150)

A Level 5 Award Winning RAMP Closing the Gap Results Report requires that you:

- Include results from a closing-the-gap activity that is clearly tied to the school counseling program goals
- Include the following components: 1) Objectives; 2) the target group; 3) the type of services delivered and in what manner; 4) curriculum and/or materials are highly aligned and are developmentally appropriate; 5) activities or interventions; 6) the start and end date; clear, concise, and relevant 7) process data; 8) perception data; 9) results data; and 10) implications from the data
- Address how research was used to determine activities and interventions that were highly likely to affect the identified gap
- Make sure it reflects the school competencies and indicators
- Provide a half- to one-page narrative addressing how the gap was identified and why the activities or interventions were chosen. It also needs to address next steps based on the results from the activities or interventions.

(RAMP Application, page 28)

Tips:

- When collecting data for the Closing the Gap Results Report, remember that AzSCA has a Research Committee that can assist you. Their contact information is found on www.azsca.org\research.
- Consider publishing this information, with the permission of your school and school district, in our school counseling journal.
- Arizona RAMP examples can be found on www.azsca.org
- Refer to pages 105-107 and 117 of the ASCA National Model Workbook, 2004, for more examples.

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CLOSING THE GAP RESULTS REPORT DRAFT

School District: _____ School: _____ Year: _____

Counselor	Target Group	ASCA Standards, Competencies, Indicators Addressed	Type of Service Delivered and in What Manner?	School Counseling Program Goal Addressed	Start & End Dates	Process Data (# of students affected)	Perception Data (Pre & post test competency attainment or student data)*	Results Data (How did the student(s) change?)*	Implications (What does the data reveal?)

_____ _____ _____

Prepared by **Principal's signature** **Date**

*Additional data, relevant examples, and documentation attached

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12. Program Evaluation Reflection

Definition:

- The Program Evaluation Reflection is an opportunity for school counselors to reflect on how their program has made a difference in the behavior and learning of their students.

A Level 5 Award Winning RAMP Program Evaluation Reflection requires that:

- You answer the following question: "How does your comprehensive school counseling program use leadership, advocacy, and collaboration to create systemic change to make a difference for students?
- You include responses that may be written or in a video or audio format
- If written, the response must be at least 500 words and no more than 1,500. If it's in video or audio format, it must be three to five minutes in length.

- A narrative is not required for this section.

(RAMP Application, page 29)

Tips:

- Brag, provide data, and give it your all. This is the big picture of your program.
- Use specific examples of how your school counseling program uses leadership, advocacy and collaboration to create systemic change. Using examples will help reviewers get a clear picture of your school counseling program.
- Arizona RAMP examples can be found on www.azsca.org

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Program Evaluation Reflection Draft
Counselor: _____
School: _____
School District: _____

Introduction

Advocacy

Leadership

Systemic Change

Collaboration

Conclusion

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Wrapping it up!

Congratulations and breathe a huge sigh of relief, because you have completed a huge task of delivering an effective service to all of the stakeholders of your school, especially the students.

Now, your school counseling program is RAMP ready! AzSCA is providing financial support to schools that are ready to apply for RAMP. At this time, it costs $200.00 for ASCA members and $400.00 for non-members to apply. Refer to www.azsca.org for details.

Keep in mind that your completed RAMP application will be submitted electronically. Refer to www.schoolcounselor.org to view the "Application Details" and "Apply for RAMP" links where you will get the necessary information to submit your completed RAMP application.

The following are the sections that need to be submitted:

RAMP Items	Done!
1. Information	
2. School Demographics	
3. Philosophy Statement	
4. Mission Statement	
5. School Counseling Program Goals	
6. Competencies & Indicators	
7. Management Agreement	
8. Advisory Council	
9. Master Calendar	
10. Guidance Curriculum	
11. Guidance Curriculum Results Report	
12. Small-Group Curriculum	
13. Closing the Gap Results Report	
14. Program Evaluation Reflection	
15. Evidence of School Board Presentation/Acceptance*	
16. 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."

(Recognized ASCA Model Program Application)

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