



So You Want to be a RAMP Reviewer?

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Why?

- Give back to the profession
- Understand the model more deeply
- Learn from best practice school counseling programs around the country
- Connect with committed counselors around the country

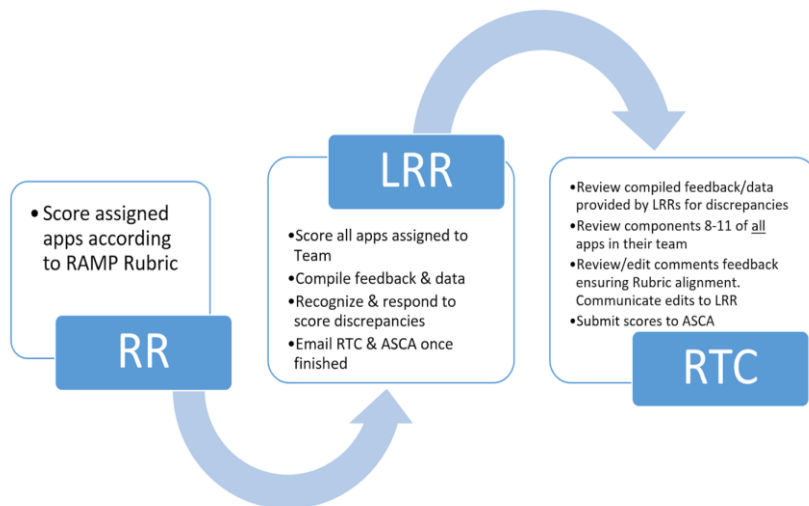


Time Commitment

- Training (September)
- Apps due Oct 15
- Lead RAMP Reviewer (LRR) receives apps end of October
- RAMP Reviewer (RR) score 3-4 applications
- Each application takes 2-4 hours
- November / December – LRR will set specific timeline



Reviewer Responsibilities





RR Commitments

- Score & Discuss Training Application
- Watch RAMP Webinars
- Attend & Participate in Meetings with LRR
 - Initial Overview
 - Scoring Meetings -score and discuss the training goal (provided by the LRR).
 - Final Feedback Review
- Willingness to debate/accept LRR feedback
- **Score with fidelity against rubric**



RR Responsibilities

- **Essential duty** - Score assigned RAMP applications according to the RAMP rubric
- Must score with fidelity!
- Any points lost must directly align with a requirement of the rubric
- Keep open lines of communication with your lead reviewer
- You are not working in isolation - you are part of a team!





RR Responsibilities

- **During The Scoring Process**
- Score all assigned RAMP applications using the appropriate RAMP rubric.
- You will be assigned 3rd or 4th edition applications to review.
- Be available and responsive to LRR and RTC feedback and inquiries.
- Adhere to deadlines set by the LRR.



Ramp Reviewer Must Know

- The Rubric
- Action Plans
- SMART Goals
- Types of Data

3 rd Edition	4 th Edition
Process	Participation
Perception	Mindsets & Behaviors
Outcome	Outcome





Process Data (3.0) Participation Data (4.0)

- Know the definition
 - # of participants,
 - # of sessions,
 - length of sessions
- Following the rubric is critical
- Score with fidelity



Perception Data (3.0) Mindsets & Behavior Data (4.0)

- Understand that Mindsets & Behaviors drive instruction
 - classroom
 - small group
- Look for a variety of Mindsets & Behaviors identified for each grade level
- Activities clearly link to Mindsets & Behaviors
- Following the rubric is critical
- Score with fidelity





Outcome Data

- Know the definition
- Types of Outcome Data:
 - Achievement
 - Discipline
 - Attendance
- Appreciate the challenges (in elementary)
- Recognize common mistakes - confusing types of data



Goals

- Know the formula for creating goals
 - Outcome data based
 - School data based
 - SMART format – baseline to target
- Following the rubric is critical
- Score with fidelity





Action Plans (3.0 vs. 4.0)

- Know the types

3 rd Edition	4 th Edition
Core Counseling Curriculum Action Plan	Classroom & Group Mindsets & Behaviors Action Plans
Small Group Action Plan	Closing the Gap Action Plan / Results Report

- Know the components



Effective Use of Narratives (3.0) Reflections (4.0)

- Paragraph format
- Rubric bullet points
- Clearly answer each prompt
- Adhere to the word limit
- Following the rubric is critical





Narratives (3.0) / Reflections (4.0)

- score based on the rubric ONLY
- keep your personal biases out of the scoring
- only deduct a point if you can justify it based on the rubric
- you must be able to concretely suggest how the score can be improved based on the rubric
- look for examples
- highly detailed
- ONLY score based on the response to the stem - no extraneous information should be considered



Know your resources:

ASCA National Model (green = 3.0; red = 4.0)

National Model Implementation Guide (both blue; 4.0 has white circle)

Making Data Work (orange)

ASCA website

- webinars
- RAMP summer camps
- RAMP portal





**We need you!
Please consider
becoming a RAMP
reviewer!**



Thank You

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**If you want to be a RAMP Reviewer,
please contact Jill Cook today!!!**

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