Classroom Lesson Plan Planner

Draft each part in the order of ASCA's fifth edition Lesson Plan and Data Report

RAMP Section 5: one Tier 1 lesson, one behavior standard, 1 to 2 objectives, 1 to 2 items per objective

School counselor | School | School year

Lesson title or topic | Participants (grade level)

1. Setting (check one) and lesson type (5.1)

- ☐ Classroom (Tier 1 whole class)
- ☐ Small groups (single session, e.g. conferences)
- ☐ Single lesson
- ☐ Large group (grade level, multi class)
- ☐ Individual (e.g. senior credit checks)
- ☐ Unit of lessons: lesson ___ of ___

Dates and length:

2. Reason: ONE Life-Readiness box, at least one Academic Success box (5.2)

Life-Readiness (no more than one)

- ☐ Learning Strategies
- ☐ Self-Management Skills
- ☐ Social Skills

Academic Success (any that apply)

- ☐ Improve academic performance
- ☐ Meet benchmarks
- ☐ Improve test scores
- ☐ Meet promotion/graduation requirements

3. One behavior standard, 1 to 2 objectives, 1 to 2 pre/post items each (5.3 to 5.5)

Behavior standard: code (B-LS, B-SMS or B-SS) and exact wording from the ASCA Student Standards

#	Objective: Students will...	Item (L or K)	Item (L or K)
1			
2			

4. Materials (include the pre/post forms)

5. Steps: each one supports the objectives (5.6). Pre at the start, post at the end.

1. Introduce lesson and objective

2. Teach content

3. Practice content

4. Summarize

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FILLED EXAMPLE · fictional school, counselor and students · Maple Hollow Elementary, 2028 to 2029

School counselor: J. Rivera

School: Maple Hollow Elementary (K to 5)

School year: 2028 to 2029

Lesson title or topic: Plan It, Pack It: homework planner and end of day check

Participants (grade level): All grade 4 (4A, 4B, 4C)

1. Setting (check one) and lesson type (5.1)

- [x] Classroom (Tier 1 whole class)
- [ ] Small groups (single session, e.g. conferences)
- [x] Single lesson
- [ ] Large group (grade level, multi class)
- [ ] Individual (e.g. senior credit checks)
- [ ] Unit of lessons: lesson ___ of ___

Dates and length: Oct 3, 4 and 5, 2028; 40 minutes per class

2. Reason: ONE Life-Readiness box, at least one Academic Success box (5.2)

Life-Readiness (no more than one)

- [x] Learning Strategies
- [ ] Self-Management Skills
- [ ] Social Skills

Academic Success (any that apply)

- [x] Improve academic performance
- [ ] Meet benchmarks
- [ ] Improve test scores
- [ ] Meet promotion/graduation requirements

3. One behavior standard, 1 to 2 objectives, 1 to 2 pre/post items each (5.3 to 5.5)

Behavior standard: code (B-LS, B-SMS or B-SS) and exact wording from the ASCA Student Standards

B-LS 3. Time-management, organizational and study skills

#	Objective: Students will...	Item (L or K)	Item (L or K)
1	Students will write each assignment in a planner with the subject, the task and the due date.	1. (L) I write down my homework in a planner before I leave school.	2. (K) Look at this planner entry: "Math: page 42." What is missing?
2	Students will use a four-item end of day checklist to pack what they need for homework.	3. (L) Before I go home, I check that I have everything I need for my homework.	4. (K) Name two things to check before you leave school for the day.

4. Materials (include the pre/post forms)

Pre/post half sheets (read aloud in English and Spanish); backpack prop; two real assignments per class; student planners; projected planner page; 74 checklist cards; timer

5. Steps: each one supports the objectives (5.6). Pre at the start, post at the end.

1. Introduce lesson and objective

Pre-assessment, 4 items read aloud (5 min). Hook: a backpack with a crumpled worksheet and no pencil: "What happens to this homework tonight?" Objective in student words: write homework so tonight-you can read it, and check your bag before you leave.

2. Teach content

Model the three-part planner entry (subject, task, due date) with two real assignments from the class teacher. Compare a weak entry ("Math: page 42") with a strong one ("Math: page 42, problems 1 to 10, due Thursday"): what changed? Teach the four-item checklist: planner, folder, what the homework needs, what goes to family.

3. Practice content

Each student writes the class's two real assignments in their own planner. Partners check each other's entries against the three parts and fix one thing, then switch roles (writer and checker). Two minute pack up drill: every student uses the checklist card to pack for a pretend homework night; partners check.

4. Summarize

Students tell a partner the three parts of a planner entry and when they will use the checklist today. Post-assessment, same 4 items, same order. Checklist cards go inside desks; teachers do a two minute planner check at the end of each day for two weeks.

Lesson Data Report Worksheet

Fill this in first, then copy into ASCA's data report, organizer and graph

Participation (RAMP 5.7): expected and actual, beginning and end

Expected / at beginning	Actual / at end	Why the number changed (if it did)

One plain sentence, no student names. Report pre/post for students who completed both.

ASCA Student Standards data: one line per item (5.9, 5.10)

#	Item (same wording and scale pre and post)	L or K	Pre	Post	Change
1					
2					
3					
4					

Likert: add all ratings, divide by students who answered. Knowledge: students correct / students assessed x 100.

Tally by class or section (Likert: rating totals; knowledge: number correct)

Class	n	1 pre	1 post	2 pre	2 post	3 pre	3 post	4 pre	4 post
Total									

Then divide each total by the total n (Likert) or by n and x 100 (knowledge). Round the same way everywhere.

Attendance and discipline (organizer, when applicable; usually NA for a lesson)

Attendance: baseline / final	Discipline: baseline / final

Graph checklist (life-readiness graph, RAMP 5.8)

- [ ] Bar charts only
- [ ] Subtitle: lesson, grade, students, date
- [ ] X-axis label: what is compared
- [ ] Pre and post side by side
- [ ] Likert and knowledge on separate graphs
- [ ] Primary title from the template
- [ ] Y-axis label (define the Likert scale)
- [ ] Data point label on every bar
- [ ] Aggregate data only
- [ ] Numbers match the data organizer

Reflections: the two questions on the template

What strategies facilitated inclusion and supported diverse learners? (5.11: one you used, 250 words max)

What components of the lesson could be improved?

RAMP Section 5 checks (fifth edition rubric item numbers, 11 points)

- [ ] 5.1 Title, participants, setting
- [ ] 5.2 One Life-Readiness + one Academic box
- [ ] 5.3 One behavior standard only
- [ ] 5.4 Objectives align with the standard
- [ ] 5.5 Each objective has an item
- [ ] 5.6 Each step supports the objectives
- [ ] 5.7 Beginning and end, change explained
- [ ] 5.8 Graph(s) match the data
- [ ] 5.9 Averages or % correct
- [ ] 5.10 Results for every item
- [ ] 5.11 Inclusion strategy, under 250 words
- [ ] Fifth edition template, unaltered, PDF

A drafting tool. For RAMP, use ASCA's fifth edition Lesson Plan and Data Report template, unaltered.
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