



**APPENDIX Q**

***Individual Planning Rubric***

## Individual Planning and the Personal Plan of Study

A personal plan of study (PPS) is a student's scope and sequence of coursework and related activities based upon their chosen Career Path or Career Cluster. The foundation of the personal plan of study is the school-approved program of study developed in cooperation with all school-wide departments and the area career centers. It is a map that includes graduation requirements, approved coursework for the student's educational and career goals, and developmentally appropriate work-based learning experiences. It should extend beyond the 12<sup>th</sup> grade and include the first two years of their post-secondary plans. A personal plan of study is developed cooperatively with the student and the student's counselor, teachers and family. The plan is reviewed at least annually and is revised as needed.\* (*adapted from "What's the Plan?" 2006 MCCE*)

Developing a personal plan of study is a key component of the Individual Planning process of a school's comprehensive guidance and counseling program. It is not an event that happens once each year during the scheduling process. It is a process that begins in elementary school with the guidance curriculum that help youngsters develop the knowledge and skills necessary for successful educational and career planning, continues in middle school with appropriate exploratory activities, and culminates in the first draft of their personal plan of study by the end of 8<sup>th</sup> grade which is then reviewed at least annually and revised as necessary.

During the high school years, individual planning should be an integral part of a student's educational experience and the school's educational program. The following elements within the individual planning process can help ensure that the process is a meaningful one for all students:

- **Requirements:** Is a student's personal plan of study developed around a school wide program of study the foundation of which is the career cluster framework and includes appropriate work related experiences, high school graduation requirements and college, and postsecondary training entrance requirements
- **Staff Involvement:** Do faculty, school counselors and other school advisers or mentors, and the area career center jointly work with all students on career planning? A student should be working from only one personal plan of study. When all of us work together to support students in reaching their goals, we provide a solid foundation for student success.



- **Student Participation:** Is there a system in place (including Teachers as Advisers Program if appropriate) that allows for meaningful individual advisement to take place including a student/parent/counselor-adviser conference and regular review of the Personal Plan of Study?
- **Review:** Is there a process in place that allows for *regular* review of the personal plan of study? Too many times students will say they have never seen their personal plan of student and only vaguely remember doing it in 8<sup>th</sup> grade. In schools where this occurs, scheduling may be taking place, but individual planning is not.
- **Parental Involvement:** There is no question that parents play an important role in students' career and educational decision making. We have to ask how we at the school level can get them actively involved in the individual planning process. At a minimum we should aim for parents meeting at least annually with their student and school staff to initially develop and then review personal plans of study and they should be actively involved whenever a student wants to change the personal plan of study.
- **Assessments:** Students have many opportunities both through state requirements and post-secondary entrance requirements and through such resources as Missouri Connections to take a variety of academic, skills, and interest assessments. The question we need to focus on is how well results are interpreted with students and parents and how well we are using results is assisting with the decision making process as it relates to life-career goals, course options, and educational plans
- **School/Community Involvement:** Developing a personal plan is more than determining what courses to take. Relevant learning as it relates to career and avocational pursuits also takes place outside of the classroom. As we look at the individual planning process let's ask and reflect on how we can assist students in finding those co-curricular and community activities that can support their personal plan of study.
- **Post-Secondary linkage:** The ultimate goal of the individual planning process is that every student will successfully transition to a post-secondary experience whether it is relevant work, technical school, apprenticeships, community college, the military or a 4 year college or University. The goal for students goes beyond just graduating from high school. As the bar is raised for all students, again we must ask and reflect on how we can include in the personal plan of study relevant post-secondary experiences while in high school as these kinds of experiences can provide support and encouragement for that transition.



- **Educational and Career Planning Guide:** One of the most effective tools that schools have to assist students in seeing relationships to their personal plans of study, programs of study and post-secondary options is the course book that most schools provide their students for registration and scheduling. This resource can be used to share school graduation requirements, post-secondary education requirements, programs of study templates, and to show the alignment of courses or departments along career paths or career clusters. The idea would be to create not a catalog of course descriptions but rather a career and educational planning guide to inform students and parents about high school, career, and post-secondary planning. Many schools have moved to this type of format.

The rubric included in this appendix will help guide schools in implementing an effective individual planning process.



**Directions:** Circle the box that represents your school/district’s current counseling practice for each Performance Element

<b>Individual Student Planning Process Rubric: Creating a Personal Plan of Study</b>					
<b>Performance Element</b>	<b>1 Novice</b>	<b>2 Emerging</b>	<b>3 Developing</b>	<b>4 Meets Standard</b>	<b>5 Well Developed / Advanced</b>
<b>Requirements</b>	High school graduation checklist.	High School graduation checklist with a planned career cluster or blended academic and career/technical area of concentration.	High school, college, and post-secondary training entrance requirement checklist with a planned career cluster or blended academic and career/technical concentration.	School wide plan of study that includes high school, college, and postsecondary training entrance requirements with program of study developed around a career path/cluster and includes appropriate work related experiences	Students can speak about the options, requirements and benefits of their PPS and understand the expectations of a rigorous plan of study designed to prepare them for their Post-secondary experiences
<b>Staff Involvement</b>	Counselor	Counselor and/or staff	Counselor and other school staff work together on school wide PPS system.	Counselor and other school advisers/ mentors work with assigned students on career planning to reach all students.	Counselor and other school advisers /mentors, and technology center or post-secondary (tech center, university/college, military) student services jointly plan and work with all students on career planning.
<b>Grade Level Group or Individual Participation</b>	All 8 <sup>th</sup> graders involved in an orientation process individually or in groups.	8 <sup>th</sup> grade orientation and 9 <sup>th</sup> grade follow-up conference.	Individual and/or group advisement sessions for 9 <sup>th</sup> – 10 <sup>th</sup> – 11 <sup>th</sup> – 12 <sup>th</sup> grade students.	If appropriate, Teachers as Advisers Program is available for grades 9-12 with individual advisement a key component of the process	A system is in place (including Teachers as Advisers Program if appropriate) for grades 9-12 that allows for meaningful individual advisement to take place including student/parent/counselor-adviser conference and regular review of PPS
<b>Review</b>	N/A	Updated annually.	Reviewed and updated annually with student involvement	Reviewed and updated annually with active student and parent involvement	Reviewed and updated twice annually with active student and parent involvement
<b>Parental Involvement</b>	Enrollment and assessment information is sent home to parents.	Enrollment and assessment information is sent home to parents. Regularly scheduled Parent Teacher Conference days.	Enrollment and assessment information is sent home or students take information to parents and parent’s signature required for enrollment purposes. Regularly scheduled Parent Teacher Conferences.	All parents meet with student and school staff. (Parent – Teacher – Student Conferences during scheduled time) to develop personal plan of study (PPS). Parent’s signature is required for enrollment purposes.	All parents meet with student and school staff to develop plan of study. A parent signature is required on PPS for the student to be enrolled and before class changes can be made. Parent meets with student and school staff twice annually to review and update PPS.

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<b>Performance Element</b>	<b>1 Novice</b>	<b>2 Emerging</b>	<b>3 Developing</b>	<b>4 Meets Standard</b>	<b>5 Well Developed / Advanced</b>
<b>Academic and Interest Assessments</b>	EXPLORE and PLAN or other assessments are administered/used.	Interest inventories are used to begin career exploration process. Students are aware of career paths/clusters	Student assessment results are given and interpreted to the students/parents. Students understand the relation of interests and abilities to career paths/clusters	Student assessments/ interest inventories/ academic results are interpreted with parent/child to discuss life career goals, course options, and hobby preferences. Assessment results are used in development of PPS. Students have identified a career path/cluster as part of the PPS	Student assessments/ interest inventories and academic results are interpreted with parent & student to discuss life -career goals, course options, and hobby preferences as they relate to a career path/cluster and to review/revise the PPS.
<b>School/Community Involvement</b>	None	Student indicates interest in involvement but none planned	Activities are written into the plan-no relation to career path/cluster	Activities/involvement are planned and clearly relate to identified interests/career plans	Student has a history of involvement and PPS continues to build on those activities. Leadership roles are evident
<b>Post-secondary Linkage</b>	None	A postsecondary experience is listed	A postsecondary experience is listed on the PPS and secondary course-work is appropriate to that experience	A postsecondary experience is listed on the PPS and secondary course-work is appropriate to that experience. Dual and Articulated Credit are a part of the PPS	A postsecondary experience is listed and is based on the results of a well-planned exploration and knowledge of all postsecondary opportunities that include on-site or virtual visits. Internships, exploration and planning for financial aid, dual and articulated credit, AP coursework and other relevant experiences, as appropriate, are utilized in the transition
<b>Individual Planning Student Handbook</b>	The school provides a listing of course descriptions. There is no information regarding career or postsecondary planning	The school provides students with a guide identifying postsecondary options for students	The school provides students with a course description booklet that identifies postsecondary options and provides assistance to students in exploring those options	The school provides students with a course description booklet that identifies postsecondary options for students and provides assistance to students in exploring options appropriate for their chosen career cluster/pathway	The school provides students with a course description booklet that identifies postsecondary options. Instructional departments have been aligned with career paths and/or clusters

*Adapted from Oklahoma Office of Career & Technical Education*