

Individual Student Planning Process Rubric: High School Level

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

Performance Element	1 Emerging	2 Developing	3 Meets Standard	4 Advanced
Student Engagement	Students participate in career planning at all levels.	Students participate in career planning, informally show they have attained the MCGCP GLEs, and are involved in transition activities at all levels.	Students are participating in career planning and transition activities at all levels, can formally show they have attained the MCGCP GLEs and can apply the attainment to life choices. Annually review and update a Personal Plan of Study for high school and beyond.	Students are actively engaged in career planning and transition activities at all levels, can show they have attained the MCGCP GLEs through formative/summative assessments and can apply the attainment to life choices showing an evolution of career planning maturity at all levels. Annually review and update a Personal Plan of Study for high school and beyond.
Missouri Comprehensive Guidance and Counseling Program (MCGCP) Requirements	Plans and activities have been developed for <u>one</u> of the following: All 9-12 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	A process has started to develop sequential career planning activities. The program addresses <u>two</u> of the following: All 9-12 MCGCP Grade Level Expectations; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	The career planning activities and program are developmental, sequential, and integrated into the instructional program. The annually evaluated program addresses <u>all</u> of the following: All 9-12 MCGCP Grade Level Expectations; Transition activities at all grade levels (annually review and update a Personal Plan); Adequate interpretation of test results for students and parents.	The career planning activities and program are evaluated, improved and maintained as part of the CGCP, integrated into the instructional program and insure <u>all</u> of the following are of high quality: All 9-12 MCGCP Grade Level Expectations; Transition activities at all grade levels (annually review and update a Personal Plan); Adequate interpretation of test results for students and parents.
Counselor Engagement & Leadership	Counselor presents ninth through twelfth grade career planning lessons and works with district counselors to begin a plan that addresses all MCGCP Grade Level Expectations.	Counselor collaborates with administrators, district counselors and teachers to present and maintain developmental and sequential individual planning activities (career planning lessons, assemblies, whole school celebrations, etc.) and transitioning activities for grades nine through twelfth.	Counselor provides leadership by collaborating with administrators, district counselors and teachers to present, evaluate, and maintain developmental and sequential guidance activities for: all ninth through twelfth grade MCGCP Grade Level Expectations; transition activities at all grade levels; adequate interpretation of test results for students and parents. The counselor advocates for students through the CGCP. Working with students to annually review and update their Personal Plan of Study.	Counselor provides leadership by collaborating with all stake holders to evaluate, improve and maintain the CGCP, integrating it into the instructional program and ensuring <u>all</u> of the following are of high quality: all ninth through twelfth grade MCGCP Grade Level Expectations; transition activities at all grade levels; adequate interpretation of test results for students and parents. The counselor advocates for students through the CGCP. Working with students to annually review and update their Personal Plan of Study.
Administrators & Staff Engagement	Counselor communication is focused on developing mutually supportive roles for administrators and staff in the career planning process.	Counselor collaborates with administrators and staff to integrate career planning activities into the instructional and school program.	Administrator provides support for counselor and staff by advocating for the implementation of career planning and transition activities for all students across the curriculum.	Administrator provide leadership, expectations, and support for counselor and staff to implement, review, enhance and maintain career planning activities as an integral part of the MCGCP and school curriculum.
Parental/Guardian Engagement	Career planning and transitioning information is sent home to parents/guardians and/or posted on the website.	Career planning and transitioning information that includes suggestions for parental engagement is sent home to parents/guardians and/or posted on the website.	Parents/guardians are given the opportunity to participate in career planning activities and required to review and sign their child's Personal Plan of Study for high school. Career planning, transitioning information, and test results are shared and discussed with parents/guardians on a regular basis via webinars, podcasts, email, newsletter, group meetings, and parent conferences.	A significant number of parents/guardians participate in career planning activities, complete a needs assessment, and/or participate on the comprehensive guidance and counseling advisory committee. Career planning, transitioning information, and test results are shared and discussed with parents/guardians on a regular basis via webinars, podcasts, email, newsletter, group meeting, and parent conferences.
Community Engagement	School career planning information and community resources are identified and posted on the school website and newsletter.	A school wide career planning activity engaging community guest speakers and resources is planned and implemented annually.	Community partnerships (sponsoring programs mentoring, guest speakers, providing resources, or participation on the advisory and/or career/college fairs) are formed and functioning.	Community partnerships (sponsoring programs mentoring, guest speakers, providing resources, or participation on the advisory and/or career/college fairs) are functioning as an integral part of the MCGCP.
Transitioning & Postsecondary Linkage	A school plan for grade to grade and building to building transitions is being developed in collaboration with administrators, counselors, and staff.	A district-wide plan for grade to grade and building to building transitions is being developed in collaboration with administrators, district counselors, and staff.	Transitioning plans including grade to grade, building to building, and post-secondary linkage activities have been established and are evaluated annually by counselors, administrators and staff.	Transitioning plans includes grade to grade, building to building, and post-secondary linkage activities are implemented, evaluated annually by all stake holders, improved, and maintained.
Program Evaluation	Counselor annually reviews career planning activities.	Counselor annually collects feedback from staff and students and reviews all career planning activities with administrators.	The career planning program is evaluated annually using the Individual Student Planning Section of the Internal Improvement Review (IIR) and feedback. Counselors collaborate with the advisory committee, staff, parents/guardians and students to evaluate activities.	The career planning program is evaluated, improved and maintained annually using the Individual Student Planning Section of the Internal Improvement Review (IIR), at least one research project. (PProBE), and needs assessment data in collaboration with all stake holders.

