

## Individual Student Planning Process Rubric: Elementary 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
<b>Student Engagement</b>	Students participate in classroom school counseling lessons about career awareness at all levels.	Students participate in lessons about career awareness, informally show they have attained the MCSCP Grade Level Expectations (GLEs), and are involved in transition activities at all levels.	Students are participating in lessons about career awareness and transition activities at all levels, can formally show they have attained the MCSCP GLEs and can apply the attainment to life choices.	Students are actively engaged in lessons about career awareness and transition activities at all levels, can show they have attained the MCSCP GLEs through formative/summative assessments and can apply to life choices showing an evolution of career awareness maturity at all levels.
<b>Missouri Comprehensive School Counseling Program (MCSCP) Requirements</b>	Plans and activities have been developed for <u>one</u> of the following: All K-5 MCSCP GLEs; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	A process has started to develop sequential career awareness activities. The program addresses <u>two</u> of the following: All K-5 MCSCP GLEs Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	The career awareness activities and program are developmental, sequential, and integrated into the instructional program. The annually evaluated program addresses <u>all</u> of the following: All K-5 MCSCP GLEs; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	The career awareness activities and program are evaluated, improved and maintained as part of the CSCP, integrated into the instructional program and insure <u>all</u> of the following are of high quality: All K-5 MCSCP Grade GLEs; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.
<b>Counselor Engagement &amp; Leadership</b>	Counselor presents K-5 career awareness lessons and works with district counselors to begin a plan that addresses all MCSCP G GLEs.	Counselor collaborates with administrators, district counselors and teachers to present and maintain developmental and sequential Individual Student Planning activities (career awareness lessons, assemblies, whole school celebrations, etc.) and transitioning activities for grades K-5.	Counselor provides leadership by collaborating with administrators, district counselors and teachers to present, evaluate, and maintain developmental and sequential school counseling activities for: All K-5 MCSCP GLEs; Transition activities at all grade levels; Adequate interpretation of test results for students and parents. The counselor advocates for students through the CSCP.	Counselor provides leadership by collaborating with all stake holders to evaluate, improve and maintain the CSCP, integrating it into the instructional program and insuring <u>all</u> of the following are of high quality: All K-5 MCSCP GLEs; Transition activities at all grade levels; Adequate interpretation of test results for students and parents. The counselor advocates for students through the CSCP.
<b>Administrators &amp; Staff Engagement</b>	Counselor communication is focused on developing mutually supportive roles for administrators and staff in the career awareness process.	Counselor collaborates with administrators and staff to integrate career awareness activities into the instructional and school program.	Administrator provides support for counselor and staff by advocating for the implementation of career awareness lessons, across curriculum, and transition activities for all students.	Administrator provide leadership, expectations, and support for counselor and staff to implement, review, enhance and maintain career awareness and transition activities as an integral part of the MCSCP and school curriculum.
<b>Parental/Guardian Engagement</b>	Career awareness and transitioning information is sent home to parents/guardians and/or posted on the website.	Career awareness 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 awareness activities. Career awareness, 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 awareness activities, complete a needs assessment, and/or participate on the comprehensive school counseling advisory committee. Career awareness, 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.
<b>Community Engagement</b>	School career awareness information and community resources are identified and posted on the school website and/or newsletter.	A school wide career awareness activity engaging community guest speakers and resources is planned and implemented.	Community partnerships (sponsoring programs, mentoring, guest speakers, providing resources, or participation on the advisory committee and/or career/college fairs) are formed and functioning.	Community partnerships (sponsoring programs, mentoring, guest speakers, providing resources, or participation on the advisory committee and/or career/college fairs) are functioning as an integral part of the MCSCP.
<b>Transitioning &amp; Postsecondary Linkage</b>	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, and are maintained and improved.
<b>Program Evaluation</b>	Counselor annually reviews career awareness activities.	Counselor annually collects feedback from staff and students and reviews all career awareness activities with administrators.	The career awareness 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 career awareness and transitioning activities.	The career awareness program is evaluated, improved and maintained annually using the Individual Student Planning Section of the Internal Improvement Review (IIR), at least one Action Research project, and needs assessment data in collaboration with all stake holders.