

## Individual Student Planning Process Rubric: Middle 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
<b>Student Engagement</b>	Students participate in classroom school counseling lessons about career exploration at all levels.	Students participate in lessons about career exploration, 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 exploration and transition activities at all levels, can formally show they have attained the MCSCP GLEs and can apply the attainment to life choices. By eighth grade all students have developed a Personal Plan of Study for high school and beyond.	Students are actively engaged in lessons about career exploration and transition activities at all levels, can show they have attained the MCSCP GLEs through formative/summative assessments and can apply the attainment to life choices showing an evolution of career exploration maturity at all levels. By eighth grade all students have developed a Personal Plan of Study for high school and beyond.
<b>Missouri Comprehensive School Counseling Program (MCSCP) Requirements</b>	Plans and activities have been developed for <u>one</u> of the following: All 6-8 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 exploration activities. The program addresses <u>two</u> of the following: All 6-8 MCSCP GLEs; Transition activities at all grade levels; Adequate interpretation of test results for students and parents.	The career exploration activities and program are developmental, sequential, and integrated into the instructional program. The annually evaluated program addresses <u>all</u> of the following: All 6-8 MCSCP GLEs; Transition activities at all grade levels (including a Personal Plan of Study by the end of eighth grade); Adequate interpretation of test results for students and parents.	The career exploration 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 6-8 MCSCP GLEs; Transition activities at all grade levels (including a Personal Plan of Study by the end of eighth grade); Adequate interpretation of test results for students and parents.
<b>Counselor Engagement &amp; Leadership</b>	Counselor presents sixth through eighth grade career exploration lessons and works with district counselors to begin a plan that addresses all MCSCP GLEs.	Counselor collaborates with administrators, district counselors and teachers to present and maintain developmental and sequential Individual Student Planning activities (career exploration lessons, assemblies, whole school celebrations, etc.) and transitioning activities for grades six through eight.	Counselor provides leadership by collaborating with administrators, district counselors and teachers to present, evaluate, and maintain developmental and sequential school counseling activities for: All sixth-eighth grade MCSCP GLEs; 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 high school counselors assists students to develop a Personal Plan of Study for High School no later than 8 <sup>th</sup> Grade.	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 6-8 MCSCP GLEs; 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 high school counselors assists students in the development of a Personal Plan of Study for high school no later than eighth grade.
<b>Administrators &amp; Staff Engagement</b>	Counselor communication is focused on developing mutually supportive roles for administrators and staff in the career exploration process.	Counselor collaborates with administrators and staff to integrate career exploration activities into the instructional and school program.	Administrator provides support for counselor and staff by advocating for the implementation of exploration 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 exploration activities as an integral part of the MCSCP and school curriculum.
<b>Parental/Guardian Engagement</b>	Career exploration and transitioning information is sent home to parents/guardians and/or posted on the website.	Career exploration and transitioning information that includes suggestions for parental engagement is sent home to parents/guardians and posted on the website.	Parents/guardians are given the opportunity to participate in career exploration activities and required to review and sign their child's Personal Plan of Study for high school. Career exploration, 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. Parents/guardians attend an orientation for high school with their child and actively participate in the development of their child's Personal Plan of Study.	A significant number of parents/guardians participate in career exploration 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. Parents/guardians attend an orientation for high school with their child and actively participate in the development of their child's Personal Plan of Study.
<b>Community Engagement</b>	School career exploration information and community resources are identified and posted on the school website and newsletter.	A school wide career exploration 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 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, improved, and maintained.

<p><b>Program Evaluation</b></p>	<p>Counselor annually reviews career exploration activities.</p>	<p>Counselor annually collects feedback from staff and students and reviews all career exploration activities with administrators.</p>	<p>The career exploration 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 exploration activities.</p>	<p>The career exploration 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.</p>
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