

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

Personal Plan of Study – Planning Process Rubric: Secondary Level

Performance Element	1 Novice	2 Emerging	3 Developing	4 Minimum SGAC Standard	5 Well Developed/Advanced
Recommended Requirements	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 postsecondary training entrance requirement checklist with a planned career cluster or blended academic and career/technical area of 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
Staff Involvement	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.
Grade Level Group or Individual Participation	All 8 th graders involved in an orientation process individually or in groups.	8 th grade orientation and 9 th grade follow-up conference.	Individual and/or group advisement sessions for 9 th – 10 th – 11 th – 12 th 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 a student/parent/counselor-adviser conference and regular review of the PPS
Review	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
Parental Involvement	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 Conference days	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.
Academic and Interest Assessments	EXPLORE and PLAN or other assessments are administered/used.	Interest inventories are used to begin career exploration process. Students are aware of career clusters/pathways	Student assessment results are given and interpreted to the students/parents. Students understand the 16 career cluster model and the relation of interests and abilities to career clusters/pathways	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 cluster/ pathway 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 cluster/pathway and to review/revise the PPS.
School/Community Involvement	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
Postsecondary Linkage	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
Individual Planning Student Handbook	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