

K-12 School Guidance Plans
PDE Quality Assurance Self-Assessment Rubric

In Pennsylvania, 22 Pa. Code § 339.31 requires that all school entities have a written plan on file, approved by the local board of school directors, for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade.

The plan must be designed to promote equal opportunity and address guidance service areas (outlined in 22 Pa. Code § 339.32) and career planning for all students. The plan should integrate the state [Academic Standards for Career Education and Work (CEW).](https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Main/Career%20Education%20and%20Work%20Standards.pdf)

The Self-Assessment Rubric is designed to guide schools in the development of the K-12 School Guidance Plan and includes four components. Within the four components, the 13 concepts are included to evaluate the specific components. (See Appendix A.)

# Self-Assessment Rubric Components

| Counselor | Program Delivery | Stakeholder Engagement | Pathway Awareness |
| --- | --- | --- | --- |
| Concept 1 Counselor Names and Ratios | **Concept 4**Mission Statement | **Concept 10**Stakeholders  | **Concept 12**Career and Post-Secondary Resources |
| Concept 2Counselor Roles | **Concept 5**Program Calendar | **Concept 11**Advisory Council  | **Concept 13**Career and Technical Strategies |
| Concept 3Job Descriptions Linked to the Counselor Evaluation Process | **Concept 6**Program Delivery Style (Direct vs. Indirect) |  |  |
|  | **Concept 7**K-12 Curriculum Scope and Sequence |  |  |
|  | **Concept 8**Annual K-12 Program Goals |  |  |
|  | **Concept 9**Academic/Career Plan and Portfolio Process |  |  |

**Note: Provide a comment for each statement that is not implemented.**

# K-12 Guidance Plan Quality Assurance Rubric

## A. Counselor, Concepts 1, 2, 3

### Concept 1. Assignment List

**Are counselors’ names, building locations, and ratios listed and current?**

[ ]  Yes [ ]  No

Comments:

### Concept 2. Role

**Is there a general statement to demonstrate understanding of the American School Counselors’ Association’s (ASCA) role of the counselor specific to the district mission? (Links:** [**ASCA Guide**](https://www.schoolcounselor.org/administrators/role-of-the-school-counselor) **and** [**Role of Counselor**](https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/RoleStatement.pdf)**)**

[ ]  Yes [ ]  No

Comments:

**Are the four roles of the school counselor — leader, advocate, collaborator, systemic change agent — delineated at each school level?**

[ ]  Yes [ ]  No

Comments:

### Concept 3. Job Description

**Do counselor job descriptions reflect the domains?
Domain 1 – Planning and Process**

**Domain 2 – Environment**

**Domain 3 – Delivery System**

**Domain 4 – Professional Development**

[ ]  Yes [ ]  No

Comments:

## B. Program Delivery, Concepts 4, 5, 6, 7, 8, 9

### Concept 4. Mission Statement

**Is there a viable counseling mission statement?**

* **Alignment to the district mission**
* **Includes the three domains (academic, career, and social/emotional)**
* **Engages the five stakeholder groups (students. parents/guardians, business/community, post-secondary)**
* **Equitable and accessible to all students**

[ ]  Yes [ ]  No

Comments:

### Concept 5. Program Calendars

**Does the program calendar include the following?**

* **Reflect all grade levels (elementary, middle, high)**
* **Alignment to domains**
* **Address monthly activities**

[ ]  Yes [ ]  No

Comments:

### Concept 6. Tiered Delivery System

**Does the document reflect the four tiers of direct and indirect delivery and include all grade levels (elementary, middle, high)? Is there percentage of time dedicated to each tier?**

* **Tier 1 – Curriculum – all students**
* **Tier 2 – Responsive/Prevention/Intervention – individual or multiple students**
* **Tier 3 – Proactive Individual Academic/Career Planning – individual student**
* **Indirect Delivery – students not present**

[ ]  Emerging [ ]  Progressing [ ]  Excelling

Comments:

### Concept 7. Curriculum Intervention Action Plan

**Is there an action plan in place that describes program delivery?**

* **Program Content**
* **Alignment to ASCA mindsets and behaviors/CEW Standards**
* **Materials**
* **Time Frame**
* **Assessment**
* **Facilitator**
* **Counselor Contact**

[ ]  Emerging [ ]  Progressing [ ]  Excelling

Comments:

### Concept 8. Goals

**Are the annual program goals specific to grade level (elementary, middle, high), measurable (SMART), and listed by domain (academic, career, and social/emotional)?**

**S – *Specific* M – *Measurable* A – *Achievable* R – *Realistic/Results-focused/Relevant* – T – *Timebound***

[ ]  Emerging [ ]  Progressing [ ]  Excelling

Comments:

### Concept 9. Student Career Plan Process

**Does the student planning process reflect K-12 career readiness activities aligned to the CEW standards, ASCA?**

[ ]  Emerging [ ]  Progressing [ ]  Excelling

Comments:

### Concept 9. Delivery and Sustainability

**Does the plan include a summary of the delivery and sustainability of the academic/career plan process?**

[ ]  Emerging [ ]  Progressing [ ]  Excelling

Comments:

## C. Stakeholder Engagement, Concepts 10, 11

### Concept 10. Stakeholders

**What perspectives and resources do the five stakeholders (students, parents/guardians, educators, business/community, post-secondary) provide relative to program implementation?**

[ ]  Emerging [ ]  Progressing [ ]  Excelling

Comments:

### Concept 11. Advisory Council

**Does the Advisory Council reflect the following recommendations?**

* **Balance of membership that includes internal and external stakeholders**
* **Two meetings per year**
* **Representation from all five stakeholder groups**
* **Collaborative process for program sustainability**

[ ]  Emerging [ ]  Progressing [ ]  Excelling

Comments:

## D. Pathway Awareness and Development, Concepts 12,13

### Concept 12. Career Resource Inventory

**Is there an inventory of career and post-secondary resources to support career development interventions and program growth?**

* **Encompasses the career clusters with multiple contacts to reflect a wide range of post-secondary education and training options**
* **Links the industry resources to the 16 career clusters and career pathways**
* **Reflects current work-based learning opportunities in career readiness (e.g., job shadows, internships, external career cluster programs, mentorships, service learning experiences)**

[ ]  Emerging [ ]  Progressing [ ]  Excelling

Comments:

### Concept 13. Career and Technical Education (CTE) Pathways

**Are CTE strategies designed to create awareness of CTE programs of study for students, parents/guardians, and educators?**

[ ]  Emerging [ ]  Progressing [ ]  Excelling

Comments:

# Appendix A

## K-12 Guidance Plan Components (Chapter 339)

| Concept | Description | K-12 Plan Components | Key Concepts |
| --- | --- | --- | --- |
| 1 | Counselor Names and Ratios | Counselor  | An annually updated list of names, building locations, and ratios showing resources allocated for students, staff, and parents. |
| 2 | Counselor Roles | Counselor  | Misinterpreted roles may lead to ineffective use of staff and resources. A clearer understanding of the four roles of the school counselor (advocate, collaborator, leader, and systemic change agent) assists all stakeholders in developing appropriate and effective use of time and resources to positively impact the K-12 students. |
| 3 | Job Descriptions Linked to the Counselor Evaluation Process | Counselor  | Current district job descriptions should be attached. Connect current activities noted to the four domains of the counselor evaluation tool.* Recommendation for job descriptions at each level
* Use the job descriptions to highlight the counselor roles and responsibilities.
* Focus on clarity for others in the department and the school to enhance and enrich the K-12 program.
* Review every 3-5 years and update as necessary.
 |
| 4 | Mission Statement | Program Delivery | Guiding principles for the K-12 program linked to the mission of the district* Three domains listed: career, academic, social/emotional
* Engages the five stakeholder groups (students, parents/guardians, business/community, post-secondary)
* Reference to equity and access is important.
 |
| 5 | Program Calendar | Program Delivery | Developing and updating calendars assist the counselors with documentation of their use of time and illustrates to various stakeholders their activities.Calendars represent the what and when of the program and are included with the following: 1. All levels represented (e.g., elementary, middle, high).
2. Annual time allotment re: counselor and non-counselor related duties by domain
3. Monthly specific items and ongoing items aligned to domains
 |
| 6 | Tiered Delivery System(Direct vs. Indirect) | Program Delivery | The importance of understanding how resources are allocated for the delivery of the program is a critical outcome of providing an accurate picture of the types of K-12 student interventions. This is the how of the program and represents the style of interventions with students and others and reveals how the program functions directly and indirectly. Common items include the following:1. Each level is included (elementary, middle, high).
2. The three tiers of delivery are reflected in the system.
* Tier 1- Curriculum - all students
* Tier 2 - Responsive/Prevention/Intervention - individual or multiple students
* Tier 3 - Proactive Individual Academic/Career Planning – individual student

The system should reflect both direct and indirect delivery of the program. It is recommended that 80% of time be spent with students and 20% without students over the course of the school year. |
| 7 | Guidance Intervention Action Plan | Program Delivery | This section reflects a snapshot of all of the interventions that students receive during the delivery of the program. **Tier 1 Guidance Program Delivery**

|  |  |
| --- | --- |
| Section | Description |
| Program/Activity | Brief description of program activities |
| Alignment  | Cite specific competencies linked to each domain Academic - ASCA Mindsets and BehaviorsCareer - Pa. CEW Standards (13.1,13.2,13.3,13.4)Social Emotional |
| Materials  | Brief summary of materials and resources used for the program |
| Time Frame | Start and end dates Ongoing activitiesNew items added as appropriate |
| Assessment/Evaluation | Measurement of interventions (e.g., pre-post test, reflection statements, quotes, journaling) Note as not evaluated if no measurement exists. |
| Facilitator  | Individual delivering the program |
| Counselor Contact | Identify the counselor who has the student(s) on his/her caseload. |

The document should be updated annually. It is the K-12 curriculum of the program. |
| 8 | Goals | Program Delivery | Specific guide for program direction and accountability* Program goals specific to grade level (e.g., elementary, middle, high)
* Revised annually
* Measurable (preferably in SMART format) and reported to stakeholders (i.e., advisory council, school board, staff, and community).
 |
| 9 | Student Academic/Career Plan | Program Delivery | The plan describes the career readiness activities aligned to standards and is a written description of how and when activities and interventions occur for students and what decisions they will be making.  |
| 10 | Stakeholders | Stakeholder Engagement | Various stakeholders bring unique and important perspectives and resources to the K-12 program. The five stakeholder groups benefit from a comprehensive and effective K-12 program and are integral in the implementation of the program. The five stakeholders include students, parents/guardians, educators, business/community, post-secondary |
| 11 | Advisory Council | Stakeholder Engagement | The recommended practice for engaging stakeholders on a strategic and systemic basis is through a K-12 advisory council. Representation from all five stakeholder groups assists in developing program objectives, garnering resources, and building a collaborative process for program sustainability.Recommendations include the following:* Balance of membership to include both internal and external stakeholders (includes representation from the business and post-secondary partners)
* Minimum of two meetings per year with agendas and minutes
* Program goals stated and outcomes reported at advisory council meetings
 |
| 12 | Career Resource Inventory | Pathway Awareness and Development | This section reflects building an ongoing network with a range/variety of resources for career development interventions and program growth.* Provides multiple contacts in all vocational categories; update on an ongoing basis
* Includes a range of post-secondary institutions and programs
* Links industry resources to the 16 career clusters and career pathways
* Reflects work-based opportunities in career readiness (e.g., job shadow, internships, external career cluster programs, mentorships, service learning experiences)
 |
| 13 | Career and Technical Education Pathways | Pathway Awareness and Development | This section features the ongoing connection of the sending district to the local career and technical center (CTC). Activities are designed to build greater student awareness and engagement with the local CTC. Parent, student, and staff awareness and involvement are a critical part of this strategy.  |