

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 \(CEW\)](#).

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

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? | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> 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 and Role of Counselor) | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Comments: | |
| Concept 2. ROLE | |
| Are the four roles of the school counselor — leader, advocate, collaborator, systemic change agent — delineated at each school level? | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> 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 | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Comments: | |
| K-12 GUIDANCE PLAN QUALITY ASSURANCE RUBRIC B. PROGRAM DELIVERY CONCEPTS 4, 5, 6, 7, 8, 9 | |
| Concept 4. MISSION STATEMENT | |
| Is there a viable counseling mission statement? <ul style="list-style-type: none">• 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 | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Comments: | |
| Concept 5. PROGRAM CALENDARS | |
| Does the program calendar include the following? <ul style="list-style-type: none">• Reflect all grade levels (elementary, middle, high)• Alignment to domains• Address monthly activities | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> 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

| | | |
|-----------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Emerging | <input type="checkbox"/> Progressing | <input type="checkbox"/> 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

| | | |
|-----------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Emerging | <input type="checkbox"/> Progressing | <input type="checkbox"/> 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

10/16/18

| | | |
|-----------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Emerging | <input type="checkbox"/> Progressing | <input type="checkbox"/> 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?

| | | |
|-----------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Emerging | <input type="checkbox"/> Progressing | <input type="checkbox"/> Excelling |
|-----------------------------------|--------------------------------------|------------------------------------|

Comments:

Concept 9. DELIVERY AND SUSTAINABILITY

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

| | | |
|-----------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Emerging | <input type="checkbox"/> Progressing | <input type="checkbox"/> Excelling |
|-----------------------------------|--------------------------------------|------------------------------------|

Comments:

**K-12 GUIDANCE PLAN QUALITY ASSURANCE RUBRIC
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?

| | | |
|-----------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Emerging | <input type="checkbox"/> Progressing | <input type="checkbox"/> 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

| | | |
|--|--------------------------------------|------------------------------------|
| <ul style="list-style-type: none"> • Representation from all five stakeholder groups • Collaborative process for program sustainability | | |
| <input type="checkbox"/> Emerging | <input type="checkbox"/> Progressing | <input type="checkbox"/> Excelling |
| Comments: | | |
| K-12 GUIDANCE PLAN QUALITY ASSURANCE RUBRIC D. PATHWAY AWARENESS AND DEVELOPMENT CONCEPTS 12,13 | | |
| Concept 12. CAREER RESOURCE INVENTORY | | |
| <p>Is there an inventory of career and post-secondary resources to support career development interventions and program growth?</p> <ul style="list-style-type: none"> • 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) | | |
| <input type="checkbox"/> Emerging | <input type="checkbox"/> Progressing | <input type="checkbox"/> Excelling |
| Comments: | | |
| Concept 13. CAREER AND TECHNICAL EDUCATION (CTE) PATHWAYS | | |
| <p>Are CTE strategies designed to create awareness of CTE programs of study for students, parents/guardians, and educators?</p> | | |
| <input type="checkbox"/> Emerging | <input type="checkbox"/> Progressing | <input type="checkbox"/> 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 | <p>Current district job descriptions should be attached. Connect current activities noted to the four domains of the counselor evaluation tool.</p> <ul style="list-style-type: none"> • 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 | <p>Guiding principles for the K-12 program linked to the mission of the district</p> <ul style="list-style-type: none"> • 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 | <p>Developing and updating calendars assist the counselors with documentation of their use of time and illustrates to various stakeholders their activities.</p> <p>Calendars represent the <i>what</i> and <i>when</i> of the program and are included with the following:</p> <ol style="list-style-type: none"> 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. |

| Concept | Description | K-12 Plan Components | Key Concepts | | | | | | | | | | | | | | | | | | |
|----------------------------------|---|----------------------|--|----------------------------------|--|---------|-------------|------------------|---|-----------|---|-----------|---|------------|---|-----------------------|--|-------------|-----------------------------------|-------------------|--|
| | | | <p>This is the <i>how</i> of the program and represents the style of interventions with students and others and reveals how the program functions directly and indirectly.</p> <p>Common items include the following:</p> <ol style="list-style-type: none"> 1. Each level is included (elementary, middle, high). 2. The three tiers of delivery are reflected in the system. <ul style="list-style-type: none"> • Tier 1- Curriculum - all students • Tier 2 - Responsive/Prevention/Intervention - individual or multiple students • Tier 3 - Proactive Individual Academic/Career Planning – individual student <p>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.</p> | | | | | | | | | | | | | | | | | | |
| 7 | Guidance Intervention Action Plan | Program Delivery | <p>This section reflects a snapshot of all of the interventions that students receive during the delivery of the program.</p> <table border="1" data-bbox="894 722 2026 1230" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" data-bbox="894 722 2026 760">Tier 1 Guidance Program Delivery</th> </tr> <tr> <th data-bbox="894 760 1171 792">Section</th> <th data-bbox="1171 760 2026 792">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="894 792 1171 824">Program/Activity</td> <td data-bbox="1171 792 2026 824">Brief description of program activities</td> </tr> <tr> <td data-bbox="894 824 1171 959">Alignment</td> <td data-bbox="1171 824 2026 959"> Cite specific competencies linked to each domain <ul style="list-style-type: none"> • Academic - ASCA Mindsets and Behaviors • Career - Pa. CEW Standards (13.1,13.2,13.3,13.4) • Social Emotional </td> </tr> <tr> <td data-bbox="894 959 1171 992">Materials</td> <td data-bbox="1171 959 2026 992">Brief summary of materials and resources used for the program</td> </tr> <tr> <td data-bbox="894 992 1171 1097">Time Frame</td> <td data-bbox="1171 992 2026 1097"> <ul style="list-style-type: none"> • Start and end dates • Ongoing activities • New items added as appropriate </td> </tr> <tr> <td data-bbox="894 1097 1171 1162">Assessment/Evaluation</td> <td data-bbox="1171 1097 2026 1162">Measurement of interventions (e.g., pre-post test, reflection statements, quotes, journaling) Note as <i>not evaluated</i> if no measurement exists.</td> </tr> <tr> <td data-bbox="894 1162 1171 1195">Facilitator</td> <td data-bbox="1171 1162 2026 1195">Individual delivering the program</td> </tr> <tr> <td data-bbox="894 1195 1171 1227">Counselor Contact</td> <td data-bbox="1171 1195 2026 1227">Identify the counselor who has the student(s) on his/her caseload.</td> </tr> </tbody> </table> <p>The document should be updated annually. It is the K-12 curriculum of the program.</p> | Tier 1 Guidance Program Delivery | | Section | Description | Program/Activity | Brief description of program activities | Alignment | Cite specific competencies linked to each domain <ul style="list-style-type: none"> • Academic - ASCA Mindsets and Behaviors • Career - 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 | <ul style="list-style-type: none"> • Start and end dates • Ongoing activities • New items added as appropriate | Assessment/Evaluation | Measurement of interventions (e.g., pre-post test, reflection statements, quotes, journaling) Note as <i>not evaluated</i> if no measurement exists. | Facilitator | Individual delivering the program | Counselor Contact | Identify the counselor who has the student(s) on his/her caseload. |
| Tier 1 Guidance Program Delivery | | | | | | | | | | | | | | | | | | | | | |
| Section | Description | | | | | | | | | | | | | | | | | | | | |
| Program/Activity | Brief description of program activities | | | | | | | | | | | | | | | | | | | | |
| Alignment | Cite specific competencies linked to each domain <ul style="list-style-type: none"> • Academic - ASCA Mindsets and Behaviors • Career - 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 | <ul style="list-style-type: none"> • Start and end dates • Ongoing activities • New items added as appropriate | | | | | | | | | | | | | | | | | | | | |
| Assessment/Evaluation | Measurement of interventions (e.g., pre-post test, reflection statements, quotes, journaling) Note as <i>not evaluated</i> if no measurement exists. | | | | | | | | | | | | | | | | | | | | |
| Facilitator | Individual delivering the program | | | | | | | | | | | | | | | | | | | | |
| Counselor Contact | Identify the counselor who has the student(s) on his/her caseload. | | | | | | | | | | | | | | | | | | | | |
| 8 | Goals | Program Delivery | <p>Specific guide for program direction and accountability</p> <ul style="list-style-type: none"> • 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). | | | | | | | | | | | | | | | | | | |

| Concept | Description | K-12 Plan Components | Key Concepts |
|---------|---|-----------------------------------|--|
| 9 | Student Academic/Career Plan | Program Delivery | The plan describes the career readiness activities aligned to standards and is a written description of <i>how</i> and <i>when</i> activities and interventions occur for students and <i>what</i> 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 | <p>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.</p> <p>Recommendations include the following:</p> <ul style="list-style-type: none"> • 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 | <p>This section reflects building an ongoing network with a range/variety of resources for career development interventions and program growth.</p> <ul style="list-style-type: none"> • 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 | <p>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.</p> <p>Parent, student, and staff awareness and involvement are a critical part of this strategy.</p> |