

# INFRASTRUCTURE: *ACP Self-Assessment Rubric*

Initiating

Implementing

Institutionalized

## INTEGRATED LEADERSHIP

- Leadership teams are assembled to set and implement district- and building-level ACP policy.

- Leadership teams are organized at both the district- and building- level to set and implement coordinated district- and building-level ACP policy.
- Teams are assembled to include a breadth of perspectives and expertise, including educators and administrators, with one member designated to direct implementation and provide oversight.

- Leadership teams are organized at both the district- and building- level to set and implement coordinated district- and building-level ACP policy.
- Teams are assembled to include a breadth of perspectives and expertise, including school counselors, subject area teachers, homeroom advisors, coaches, IEP team leads, and district- and school- level administrators, with at least one staff member's FTE explicitly dedicated to leadership and oversight of ACP Leadership teams.
- ACP Professional Learning Communities exist and regularly collaborate across stakeholder groups through dialogue and reflective activities to help define policy and practice.



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## POLICY & PLANNING

- Existing district policies are reviewed and revised in consideration of Academic and Career Planning.
- ACP policy and processes are determined and enacted.

- Existing district policies are reviewed and revised in consideration of Academic and Career Planning and in alignment with other existing initiatives.
- Existing local building policies are reviewed and revised in consideration of Academic and Career Planning and in accordance with district-wide ACP policy.
- ACP policies and processes, including a comprehensive implementation and a strategic communication plan, are determined, communicated, and enacted.

- Existing district and local building policies are reviewed and revised in consideration of Academic and Career Planning and in alignment with other existing initiatives.
- ACP policies and processes, including a comprehensive implementation and a strategic communication plan, are determined, communicated, enacted, and reflect a well-articulated district vision and mission.

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## STANDARDS & ACCOUNTABILITY

- District leadership establishes local standards and measures for assessing building-level implementation and delivery of ACP services.

- District leadership establishes local standards and measures for assessing building-level implementation and delivery of ACP services.
- District leadership collects local and state required data (*TBD*) on the status of ACP services.

- District leadership establishes local standards and measures for assessing building-level implementation and delivery of ACP services.
- District leadership regularly collects and analyzes data on ACP services based on local and state required (*TBD*) measures.
- District leadership creates and monitors ACP service improvement plans based on data analysis.



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## CONNECTIONS TO OTHER INITIATIVES

- ACP services are rooted in the district's Education for Employment Program as required under Chapter PI-26 and the WI Comprehensive School Counseling Model.

- ACP services are determined as outlined in the district's Education for Employment Program as required under Chapter PI-26 and the WI Comprehensive School Counseling Model.
- ACP process components list the connections to other district initiatives for school counseling, CTE, & Special Education (IEPs, PTPs, Section 504 Plans).

- ACP services are determined and enhanced by the district's Education for Employment Program as required under Chapter PI-26 and the WI Comprehensive School Counseling Model.
- ACP components clearly cross-walk to other district initiatives, displaying where both intersect, for School Counseling Standards and practices, RtI, PBIS, Special Education IEP, PTP, & Section 504 requirements, CTE & Programs of Study components, Academic Standards, Educator Effectiveness, Assessment, Training & Professional Development, Work-Based Learning and Dual Enrollment opportunities, etc.
- ACP services enhance the delivery of other programming.
- All District initiatives are considered as a whole in decision making.



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## EQUAL OPPORTUNITY

- ACP policies and practices are available to all students.

- ACP policies and practices promote whole school ACP implementation to ensure that all students in eligible grades have equal opportunities to access academic and career planning services, regardless of ability or language status.
- Supports are provided to accommodate students with disabilities and other students in need.

- ACP policies and practices promote whole school ACP implementation to ensure that all students in eligible grades have equal opportunities to access academic and career planning services, regardless of ability or language status,
- ACP policies and practices are coordinated and consistent with other federal and state requirements regarding all school populations including students at risk, student with disabilities, students in alternative programming, English Language Learners, etc.
- ACP Services are enhanced to support and accommodate students with disabilities and other students in need.

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## INVOLVEMENT OF ALL SCHOOL STAFF

- All school staff receive information and know about ACP.
- Some staff members are involved with ACP implementation planning.

- All school staff receive professional development/training; are knowledgeable about ACP, as a concept; and are aware of policies regarding ACP.
- All school staff can identify members of the district- and school-level ACP Leadership Teams.
- Many school staff members play a supportive role in Academic and Career Planning at the individual student level.

- All staff receive professional development/training; are immersed in ACP such that they can explain and advocate both for the concept and local policies.
- All school staff can identify members of the ACP leadership team and their individual roles.
- School staff access and provide experience-based feedback to the ACP Leadership teams for improving local ACP policy and practice.
- A majority of school staff members support Academic and Career Planning at the individual level, and through formation and participation in diverse ACP teams/ support networks comprised of teachers, counselors, coaches, tutors, etc.



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## ACP INSTRUCTION

- Students receive instruction and experiences in Academic and Career Planning through self-driven engagement with a software tool.

- Students receive instruction and experiences in Academic and Career Planning through in-class, teacher-led instruction and activities combined with self-driven engagement with a software tool.

- Students receive instruction and experiences in Academic and Career Planning through an integrated, multi-year and multi-layer system of instruction and experiences, including use of a software tool.

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## MENTORING/SUPPORTIVE ADULT RELATIONSHIPS

- Students' academic and career planning is supported by a trusted and knowledgeable adult.

- Students' academic and career planning is supported by a continuous relationship with a trusted and knowledgeable supportive adult/mentor.

- Student's academic and career planning is supported by a continuous relationship with a supportive adult/mentor who has received training in career development skills and is knowledgeable of the student's interests, resources, goals, and plans.



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## FAMILY SUPPORT

- Districts and schools conduct outreach to educate parents and guardians about ACP and the changes it brings to school structure and student learning.
- Districts assist students in engaging parents and guardians in a student's ACP process.

- Parents and guardians are knowledgeable about ACP as a concept and as district policy.
- Efforts are made to include families from under-resourced circumstances.
- Parents and guardians are knowledgeable about their student's ACP process.
- Some parents attend ACP-related activities and presentations.

- Parents and guardians are knowledgeable about ACP and contribute feedback for setting local ACP policy and practice.
- Efforts provide accessibility and support to families from under-resourced circumstances.
- Parents and guardians are knowledgeable about and engaged in their student's individual academic and career plan and planning process.
- Most parents regularly attend and participate in ACP-related activities and presentations.

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## COMMUNITY STAKEHOLDER SUPPORT

- Districts and school leaders conduct outreach to educate community stakeholders--including business & industry, higher education, and community organizations about ACP.
- Districts develop a list of potential ACP partners and an action plan for cultivating sustainable partnerships with community stakeholders around ACP.

- District and school leaders promote partnerships with local community stakeholders.
- Community stakeholders are knowledgeable about ACP and ways they can become involved in students' ACP and supporting district ACP policy.
- Partnerships with community stakeholders exist and can be accessed by students for ACP services such as mentoring, job shadowing, work-based learning, etc.

- District and school leaders collaborate with local stakeholders to enhance the quality of student ACPs and the community as a whole.
- Community stakeholders are knowledgeable about ACP, are engaged in participating in ACP services, and act as community-wide ambassadors for ACP and education-community partnerships.
- Many sustainable partnerships between the district and community stakeholders exist and are utilized by the district and students for ACP services.

