

# Foundational Structure Reflection Rubric



## POSTSECONDARY AND CAREER PREPARATION

- Comprehensive pre-K-12 curriculum offering a continuum of varied levels of exposure to postsecondary/career preparation
- Each student in grades 8–12 has an Individual Plan of Study (IPS).
- Experiences and exposure for students related to postsecondary pursuits.
- Data collection on IPS, graduation rates and postsecondary effectiveness.

### Definition

Systems must provide pre-K-12 curricula/programs/services to engage students in a process leading to a postsecondary plan.

Systems must provide a continuum of experiences offering students varied levels of exposure to career awareness, exploration and specific preparation activities. Increasing individualization as students connect interests, skills and goals with career possibilities.

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
Scope of IPS	<p>Each student has an IPS in place, including special populations.</p> <p>Courses are aligned with student interests as identified via assessments/interest inventories, ability profilers and academic results.</p> <p>District IPS includes all components of the IPS:</p> <ul style="list-style-type: none"> <li>• Interest inventories.</li> <li>• Career interests.</li> <li>• Postsecondary plan.</li> <li>• Exportable electronic portfolio.</li> </ul> <p>IPS includes activities and involvement in school and/or community.</p> <p>IPS outlines postsecondary plan.</p>	<p>The IPS is reviewed and updated at least twice a year.</p> <p>Students select a sequence of elective courses related to identified career interest areas, and secondary courses increase in intensity via a sequence of coursework. Career awareness activities begin in middle grades.</p> <p>District IPS includes all components of the IPS and involves a student creating a plan of study for four years.</p> <p>Student activities and involvement in school and/or community clearly relate to identified interests/career plans.</p> <p>Student postsecondary plan is aligned with identified career interests and associated credentials.</p>	<p>The IPS is reviewed and updated at least twice a year.</p> <p>Students select a sequence of elective courses related to identified career interest areas, and secondary courses increase in intensity via a sequence of coursework. Career awareness activities begin in middle grades via introductory pathway courses.</p> <p>District IPS includes all components of the IPS and involves a student creating a plan of study (middle school through two years of postsecondary).</p> <p>Exportable electronic portfolio houses students' artifacts of work completed during the IPS process.</p> <p>Student activities and involvement in school and/or community clearly relate to identified interests/career plans. Activities are conducted through established Career and Technical Student Organizations (CTSOs), social emotional and/or student organizations.</p> <p>Student postsecondary plan is aligned with identified career interests and associated credentials and includes a postsecondary financial plan.</p>	<p>District annually reviews data and monitoring of student progress and satisfaction to continually improve IPS structure and process.</p> <p>District's IPS will serve as a model for other districts.</p>

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<b>Curriculum Integration</b>	<p>District delivers some career development activities at the secondary level. District has not adopted a career development curriculum.</p> <p>Some evidence of student/family career planning for grades 9-12, including sending enrollment and assessment information home to family.</p> <p>District adopted a career guidance curriculum (grades 9-12) with resources available to teachers and counselors.</p> <p>Barriers to special populations are not considered because all students have access to IPS.</p>	<p>District adopted a career development curriculum (grades 9-12) that reflects career development activities at each grade level.</p> <p>Enrollment and assessment information is sent home or students take information to family and family's signature is required for enrollment purposes. Regularly scheduled family conference days occur.</p> <p>District adopted a career guidance curriculum (middle grades-grade 12) with career guidance resources available to all staff members.</p> <p>All publicly funded services provide inclusive programs that are available to each student in the community on an equitable basis, including students:</p> <ul style="list-style-type: none"> <li>• Receiving special education services.</li> <li>• Dual Language Learners (DLL) and English Learners (EL).</li> <li>• In or aged out of foster care.</li> <li>• In migrant worker families and/or in families who are currently homeless and/or in families who are refugees.</li> <li>• Of single parents.</li> <li>• Children of active duty military.</li> <li>• In economically disadvantaged homes.</li> </ul>	<p>District has adopted a career development curriculum (middle grades-12th grade) that reflects career development activities at each grade level.</p> <p>Evidence exists of student and family career planning for grades (9-12) utilizing adopted career curriculum and activities. Student assessments, interest inventories and academic results are interpreted with family and student to discuss lifecareer goals, course options and preferences as they relate to career goals and to review and revise the IPS.</p> <p>District adopted a career guidance curriculum that highlights the Career and Technical Education (CTE) pathways offered by the school district (middle grades-grade 12) with career guidance resources available to all staff members.</p> <p>CTE teachers have some of the equipment, resources and facilities needed to provide relevant, real-world course application.</p> <p>All publicly funded services provide inclusive programs that are available to each student in the community on an equitable basis, including students:</p> <ul style="list-style-type: none"> <li>• Receiving special education services.</li> <li>• DLL and EL.</li> <li>• In or aged out of foster care.</li> <li>• In migrant worker families and/or in families who are currently homeless and/or in families who are refugees.</li> <li>• Of single parents</li> <li>• Who are children of active duty military.</li> <li>• In economically disadvantaged homes.</li> </ul> <p>Demonstrates that the district analyzes data to identify and address barriers to ensure that all services and classrooms reflect the natural proportions of students in the district. The percent of students in all special population categories, including students with IEP's in the district who received special education and related services in settings with typically developing peers, meets or exceeds the state performance levels in Perkins V.</p>	<p>District adopted a career development curriculum for K-12 that reflects career development activities/ units at each grade level.</p> <p>Evidence of student and family career planning (middle grades-grade 12) utilizing adopted career curriculum and activities. Student assessments, interest inventories and academic results are interpreted with the family and student to discuss lifecareer goals, course options and preferences as they relate to career goals and to review and revise the IPS.</p> <p>Assessment results are used in development of an IPS and to identify career goals. District adopted K-12 career guidance curriculum that highlights all CTE Pathways with career guidance resources available to all staff members.</p> <p>CTE teachers have the equipment, resources and facilities needed to provide relevant, real-world course application.</p> <p>All publicly funded services provide inclusive programs that are available to each student in the community on an equitable basis, including students:</p> <ul style="list-style-type: none"> <li>• Receiving special education services.</li> <li>• DLL and EL.</li> <li>• In or aged out of foster care.</li> <li>• In migrant worker families and/or in families who are currently homeless and/or in families who are refugees.</li> <li>• Of single parents</li> <li>• Who are children of active duty military.</li> <li>• In economically disadvantaged homes.</li> </ul> <p>Demonstrates that all services and classrooms reflect the natural proportions of students in the district and that students aren't excluded in policy or in practice from career-learning opportunities including all students identified as special populations.</p> <p>Demonstrates funds are allocated and formalized partnerships exist to provide students with inclusive learning opportunities in school and community-based settings.</p>

	<b>EMERGING</b> <ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul>	<b>IMPLEMENTING</b> <ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul>	<b>TRANSITIONING</b> <ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul>	<b>MODELING</b> <ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
<b>Documentation of Student Career Development</b>	<p>Career Interest inventory, StrengthFinder or Ability Profiler is completed, including an analysis of the results.</p> <p>Courses the student enrolls in are aligned to student interests or is enrolled for exploration purposes, and this is documented in the IPS.</p> <p>Secondary courses aligned to student interests are planned through high school (at least eighth grade through high school). Postsecondary courses are identified for the postsecondary time frame (two years postsecondary).</p> <p>Exportable Electronic Portfolio, which allows a postsecondary plan, including evidence of these elements, should be readily available for documentation or exportable data records from the IPS vendor, growth portfolio and senior portfolio that capture the student's growth and career discovery experiences.</p> <p>Students' graduation portfolios included WBL Experience work samples. WBL Experience work samples are products or materials developed throughout the WBL continuum of experiences that demonstrate at least one employability skill in each of the domains: Effective Relationships, Workplace Skills, Applied Knowledge.</p> <p>Graduation portfolios documented by the district show seniors have writing/research samples. The writing demonstrates indepth knowledge about a career area and includes descriptions of required skills and forecasted industry trends. Students must draw on multiple sources (interviews, literature review and internet search) and use proper citations.</p> <p>Graduation portfolios documented by the district show seniors completing a project that includes work and writing samples culminating in an IPS electronic portfolio presentation.</p> <p>Graduation portfolios documented by the district show seniors have assessments, evaluations and certifications identified in the graduation portfolio list: Business/Mentor Evaluation; WorkKeys Assessment; Industry Certification and Coordinator Evaluation.</p>	<p>IPS coordinator, student family advocate or counselor meets with students twice per year to review the growth and/or graduation portfolio.</p>	<p>IPS coordinator, student family advocate or counselor meets with students twice per year to review the growth and/or graduation portfolio and provide feedback regarding improving specific career knowledge and skills.</p>	<p>IPS coordinator, student family advocate or counselor meets with students quarterly to review the growth and/or graduation portfolio. This review encourages students to self-analyze the work while incorporating staff members feedback to reset goals and reevaluate next steps.</p>

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Family Engagement for IPS	<p><b>Communication:</b> Email blasts to parents regarding necessary information distribution.</p> <p><b>Participation:</b> Evaluate what current opportunities parents have to participate in the school.</p> <p><b>Strategic action:</b> Ensure that all students are able to access the district chosen portal for the digital portfolio.</p>	<p><b>Communication:</b> Parent Teacher Organization (PTO), foundations, local civic clubs are able to send communication to all parents either with newsletters, flyers, etc., electronically.</p> <p><b>Participation:</b> Parents are provided with a workshop for what the IPS is and how to utilize the source.</p> <p><b>Strategic action:</b> A team is identified to look into best practices for districts or schools with similar traits.</p>	<p><b>Communication:</b> Social Media is used as a rapid form of communication to the community. Parents are able to see real-time records for their children.</p> <p><b>Participation:</b> Two-way communication, meaningful, regular and culturally responsive, social media, student information.</p> <p><b>Strategic action:</b> Parent surveys for feedback and action planning based on feedback.</p>	<p><b>Communication:</b> Parents receive communication via text programs such as WhatsApp or Slacker.</p> <p><b>Participation:</b> Parents and community members serve on district planning teams (site councils).</p> <p><b>Strategic action:</b> A continuous cycle of improvement is followed each year.</p>
Administration and Policy	<p>Clearly defined assessment and reevaluation process is in place for continued growth and deeper implementation of the IPS for each student.</p> <p>Perception data is collected from staff, students and families and informs strategic IPS implementation.</p> <p>Process data is collected and utilized to improve strategies addressing access and equity to graduation and postsecondary success.</p> <p>Outcome data collected and used to evaluate and improve IPS with strategic action.</p>	<p>Sequential approach to IPS Implementation is put in place that reflects development as student progresses from middle school through high school.</p> <p>Examples exist of:</p> <ul style="list-style-type: none"> <li>• Locally developed perception surveys administered to students, parents and/or staff members.</li> <li>• Locally developed surveys administered to students, parents and/or staff members.</li> <li>• Collecting and connecting pathway participation, IPS participation and IPS completion data.</li> </ul> <p>Graduation portfolios documented by the district show seniors average total points reflect career development materials. Artifacts should include scope and sequence assignment documents, completed student examples, and/or statistical data for the percentage of students who have completed:</p> <ol style="list-style-type: none"> <li>Resume.</li> <li>Cover letter.</li> <li>Letter(s) of recommendation.</li> <li>Other artifacts demonstrating career development (i.e., job application, LinkedIn profile, interviewing skills, etc.).</li> </ol>	<p>Sequential approach to IPS Implementation is in place and reflects development in four IPS component areas and specific portfolio components as student progresses from middle school through high school.</p> <p>Examples are comprehensive for middle school through high school:</p> <ul style="list-style-type: none"> <li>• IPS survey.</li> <li>• Number of pathways.</li> </ul> <p>Data supports middle and high school participation.</p>	<p>Sequential approach to IPS implementation is in place and reflects development in the four IPS component areas and specific portfolio components as student progresses from middle school through high school. A procedure for follow-up to assess if IPS was effective for student progressing to postsecondary/career field is in place.</p> <p>Examples are comprehensive, including postsecondary, and the data is used to drive policy and decision-making:</p> <ul style="list-style-type: none"> <li>• Articulation agreements.</li> <li>• Industry-recognized credentials.</li> <li>• Postsecondary completion.</li> </ul>



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