# Essential Elements of Pathway Quality

## Student Outcomes-Driven Practice

The progress of every student toward achieving measurable and consequential learning outcomes is the driving purpose for the pathway community of practice. The pathway team regularly reviews several kinds of evidence including (1) performance-based measures of pathway-specific student learning outcomes; (2) information on students' level of performance, available from student information systems; (3) individual student growth in performance, both on pathway-specific learning outcomes and on transcript-based measures; (4) students' success after high school in postsecondary education and employment, if available; and (5) trends over time in all these measures for the pathway students as a group. The team uses data on a monthly basis to inform and improve professional practice, and on an annual basis to revise the pathway improvement plan.

| | Beginning and Emerging | Developing and Approaching | Meeting and Advancing | Excelling and Sustaining |
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| Pathway Community of Practice | Some pathway teachers:<br><br>• Informally or intermittently collaborate during the school year to discuss program coordination, individual student needs, and curricular alignment or integration<br>• Share strategies and resources to improve their instructional practice | Pathway teachers:<br><br>• Meet to create integrated projects and design assessments during at least biweekly scheduled collaboration time<br>• Sometimes engage support staff and industry/ community partners in project design and assessment<br>• Share lessons, resources, and best practices to improve their instructional practice | As described in the *Communities of Practice Continuum*, all pathway teachers:<br><br>• Collaborate during weekly scheduled time, use effective meeting processes, and distribute leadership responsibilities<br>• Engage industry and community partners in designing and assessing student projects<br>• Observe one another's teaching, share lessons and resources, and give and receive feedback to improve their instructional practice | In addition to achieving the Meeting and Advancing criteria, the pathway team:<br><br>• Demonstrates a high level of team functioning through the use of formalized protocols and routinized processes<br>• Regularly incorporates student interests and perspectives in curricular planning<br>• Collects data from students and industry partners to inform their instructional practice |

| Pathway-specific outcomes | Pathway teachers: | The pathway team: | The pathway team, in consultation with partners: | In addition to achieving the Meeting and Advancing criteria, the pathway team: |
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| | • Work collaboratively to develop an initial set of pathway-specific student learning outcomes aligned to college and career readiness expectations<br>• May have informal or class-specific student learning outcomes<br>• Consider schoolwide learner outcomes when developing course content and designing projects | • Has established and disseminated an initial set of cross-disciplinary, pathway-specific student learning outcomes aligned with and integrating the Common Core State Standards and Next Generation Science Standards, career and technical education (CTE) standards, and college and career readiness expectations<br>• Begins to reference and use learning outcomes when planning lessons, determining course content, and designing assessments | • Annually reviews and revises pathway-specific student learning outcomes in light of data on student performance and to ensure continued alignment with current expectations for college and career readiness and industry standards<br>• Uses pathway-specific student learning outcomes to guide the design of the pathway program of study, curriculum, instruction, and assessment | • Engages students, parents, and community members in the review and revision process<br>• Uses revisions in student learning outcomes to inform changes to pathway program of study, curriculum, instruction, and assessment |

| Data-driven practices | Pathway teachers: | The pathway team: | The pathway team: | In addition to achieving the Meeting and Advancing criteria, the pathway team: |
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| | • Begin to use observational, anecdotal, and limited hard data to:<br>  ◦ Discuss students' performance challenges<br>  ◦ Plan lessons and projects<br>• Engage in professional development or other activities to learn how to conduct an annual review of student-level data to inform changes to the pathway program | • Meets at least quarterly to analyze the following data to inform improvements in instruction, assessment, and curriculum to support all students in reaching learning outcomes:<br>  ◦ Performance-based measures of pathway-specific student learning outcomes<br>  ◦ Information on students' level of performance, available from student information systems<br>• Is conducting an annual review of partial or incomplete data on individual student growth in performance, in relation to pathway-specific learning outcomes or measures from student information systems, to inform revisions to the pathway program | • Meets monthly to analyze the following data to inform improvements in instruction, assessment, and curriculum so that all students can be supported in reaching learning outcomes:<br>  ◦ Performance-based measures of pathway-specific student learning outcomes<br>  ◦ Information on students' level of performance, available from student information systems<br>• Meets annually to review and analyze:<br>  ◦ Comprehensive data on individual student growth in performance, both on pathway-specific learning outcomes and on measures from student information systems, to inform revisions to the pathway program<br>  ◦ Students' success after high school in postsecondary education and employment, if available<br>  ◦ Trends over time in all these measures for the pathway students as a group | • Has established formalized protocols and processes for conducting monthly and annual reviews of all available data that inform programs and practices to enable all students to meet the minimum requirements for pursuing a full range of postsecondary opportunities |

| Pathway Improvement Plan | Pathway teachers are:<br><br>• Informally identifying areas that need improvement<br>• Discussing ways to review data on student performance and progress to identify areas of pathway strength and areas needing improvement | Pathway team:<br><br>• Conducts self-assessment on the Linked Learning Essential Elements for Pathway Quality to identify areas of pathway strength and areas needing improvement<br>• Drafts an Improvement Plan with action items designed specifically to improve student learning outcomes<br>• Demonstrates successful completion of some action items | Pathway team:<br><br>• Annually conducts a self-assessment on the Linked Learning Essential Elements for Pathway Quality and reviews all available data on student performance and progress to create an Improvement Plan<br>• Annually monitors progress on their improvement plan and demonstrates successful completion of action items | In addition to achieving the Meeting and Advancing criteria, the pathway team:<br><br>• Reviews all available data on student performance and progress on at least a quarterly basis to identify areas of pathway strength and areas needing improvement<br>• Analyzes the impact of action items and revises the Improvement Plan at least semi-annually |
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## Equity, Access and Achievement

A Linked Learning pathway pursues both excellence and equity as mutual goals. A pathway establishes high achievement expectations for all students and practices non-discriminatory and inclusive policies, practices, and pedagogy. The pathway is equitably accessible to and serves well any interested student, regardless of race, ethnicity, gender, sexual orientation, socioeconomic status, special needs, or prior academic achievement. An equity-focused pathway intentionally reflects the diversity and strengths of its school, community, and district, and the grouping of its students is heterogeneous, flexible, and equitable.

| | Beginning and Emerging | Developing and Approaching | Meeting and Advancing | Excelling and Sustaining |
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| Open access and equitable opportunities | The pathway:<br><br>• Relies primarily on informal encouragement from counselors, teachers, family, or friends for recruitment<br>• Tends to attract a privileged or otherwise homogeneous group of students<br>• Uses prior academic achievement or background/history as criteria for enrollment<br>• May have academic achievement requirements for students to continue within the pathway | The pathway:<br><br>• Is beginning to shift its admissions process from random or informal student encouragement to one that is based on student choice<br>• Is developing plans to broaden recruitment efforts with middle school students<br>• Is developing a plan to ensure open access for all students<br>• Is questioning continuation criteria, such as GPA, for maintaining pathway participation | The pathway:<br><br>• Has admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history<br>• Has admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest<br>• Uses diversity as a core principle underlying recruitment efforts with middle school students<br>• Does not track students once they're enrolled within the pathway and does not have academic achievement requirements to continue within the pathway | In addition to achieving the Meeting and Advancing criteria, the pathway:<br><br>• Includes students, business, and local community partners in formalized recruitment efforts<br>• Has established practices and policies to promote open access and diversity through collaboration with business and community partners |

| Diverse student representation | The pathway's admission processes and practices:<br><br>• Yield a student demographic and achievement distribution that does not reflect efforts to achieve diversity | The pathway's admission processes and practices:<br><br>• Are yielding some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution | The pathway's admission processes and practices:<br><br>• Have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution | In addition to achieving the Meeting and Advancing criteria, the pathway's admission processes and practices:<br><br>• Result in multiple years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution |
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| Promoting equitable achievement | Pathway data:<br><br>• Are in the developmental stages of collection and/or analysis<br>• May show inconsistent results in eliminating achievement gaps across groups | Pathway data:<br><br>• Are showing at least one year of improvement in eliminating gaps across groups in some student performance indicators | Pathway data:<br><br>• Demonstrate multiple years of improvement in eliminating gaps across most groups in most student performance indicators | Pathway data:<br><br>• Demonstrate multiple years of improvement in eliminating gaps across all groups in most student performance indicators |

## Program of Study

An industry-themed pathway program of study brings coherence to the four core components of Linked Learning: rigorous academics, real-world technical skills, work-based learning, and personalized supports. It intentionally coordinates and sequences student learning experiences in a way that integrates rigorous academic and technical core curricula. The pathway theme is broad enough to appeal to and engage all students. The program of study maximizes cohort scheduling to ensure that all pathway students are offered the opportunity to earn postsecondary credit and are prepared for success in the full range of postsecondary options.

| | Beginning and Emerging | Developing and Approaching | Meeting and Advancing | Excelling and Sustaining |
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| Industry-based pathway theme | The industry-based pathway theme:<br><br>• Has been selected based on limited elements, such as teacher expertise and courses historically taught on campus<br>• Has been selected by teachers | The industry-based pathway theme:<br><br>• Has been selected based on a review of students' interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district<br>• Has been selected by a team that includes students, teachers, industry partners, and district support personnel | The industry-based pathway theme:<br><br>• Has been selected based on criteria in Developing and Approaching<br>• Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards<br>• Appeals to a broad diversity of students, regardless of their postsecondary aspirations | In addition to achieving the Meeting and Advancing criteria, the pathway theme:<br><br>• Is vetted through a regular review by industry and postsecondary partners, school staff, and students to ensure that it is aligned to current regional workforce needs |

| Integrated core | The pathway program of study:<br><br>• Integrates some academic and technical coursework<br>• May be aligned to grade-level academic and CTE standards | The pathway has developed a 3- to 4-year program of study that:<br><br>• Integrates some technical and academic coursework across subject areas at each grade level<br>• Is aligned to grade-level academic and CTE standards<br>• Provides the majority of students with the opportunity to meet a full range of postsecondary eligibility requirements<br>• Provides minimal exposure to WBL experiences | The pathway has established a coherent 3- to 4-year program of study that:<br><br>• Integrates the majority of academic and technical coursework in all grade levels<br>• Is aligned to grade-level academic and CTE standards<br>• Provides all students, regardless of prior academic achievement, with the opportunity to meet a full range of postsecondary eligibility requirements<br>• Provides students with yearly WBL experiences | In addition to achieving the Meeting and Advancing criteria:<br><br>• Integrates all academic and technical coursework in all grade levels<br>• Provides students with a comprehensive sequence of WBL experiences |
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| Postsecondary articulation | The pathway:<br><br>• Makes students aware of opportunities for postsecondary credits, advanced placement, and state or industry certifications | The pathway:<br><br>• Has established connections to postsecondary institutions, and some students are earning postsecondary credits, qualifying for advanced placement, and earning state or industry certifications | The pathway:<br><br>• Has a system of policies and procedures that offer students the opportunity to earn postsecondary credits, qualify for advanced placement, and earn state or industry certifications<br>• Has at least 50% of students participate in these opportunities | In addition to achieving the Meeting and Advancing criteria, the pathway:<br><br>• Has at least 75% of students participate in these opportunities |

| Cohort scheduling | The Master Schedule: | The Master Schedule: | The Master Schedule: | In addition to achieving the Meeting and Advancing criteria, the Master Schedule: |
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| | • Is in the planning stages of allowing students to be scheduled as a cohort<br>• Allows a few pathway teachers to collaborate as a team (usually in pairs) | • Allows some, but not all, pathway students to participate as a cohort in multidisciplinary projects<br>• May allow Pathway teacher teams to have common preparation time<br>• Supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects | • Ensures that nearly all pathway students participate as a cohort in the pathway's academic and technical courses<br>• Ensures that most grade-level pathway teachers share a common preparation period<br>• Ensures flexible use of time and instructional methodologies that enable all pathway students to participate in multidisciplinary projects<br>• Facilitates enrollment in advanced placement, interventions, and/or other pathway electives | • Ensures that all pathway students participate as a cohort in the pathway's academic and technical courses<br>• Ensures that grade-level pathway teacher teams have common preparation periods |

## Learning and Teaching

Pathway students engage in inquiry- and project-based learning that is outcome-focused, rigorous, relevant, and collaborative. Members of the pathway community of practice plan such learning experiences for students: they regularly collaborate to develop and articulate standards-aligned grade-level, course, and project outcomes to organize the pathway's program of study and guide assessment, curricular, and instructional planning. They also use performance assessment tasks with common rubrics to assess, monitor, and support every student's progress toward mastery of college and career ready pathway learning outcomes. The community of practice regularly engages in professional learning, evidence-based inquiry, and reflection to continuously improve their practice.

| | Beginning and Emerging | Developing and Approaching | Meeting and Advancing | Excelling and Sustaining |
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| Rigorous, relevant and integrated learning | Some pathway teaching and learning involves:<br><br>• Student-centered, research-based instructional and learning strategies<br>• Standards-based, project- or problem-based learning that:<br>  ○ Integrates academic and technical content<br>  ○ Aligns with the pathway theme<br>  ○ Connects to tasks of professionals in practice<br>  ○ Connects to students' backgrounds, experiences, and interests<br>  ○ Involves critical thinking, problem solving, and production of products or services | Most pathway teaching and learning involves:<br><br>• Student-centered, research-based instructional and learning strategies<br>• Standards-based, project- or problem-based learning that:<br>  ○ Integrates academic and technical content<br>  ○ Aligns with the pathway theme<br>  ○ Connects to tasks of professionals in practice<br>  ○ Connects to students' backgrounds, experiences, and interests<br>  ○ Involves critical thinking, problem solving, and production of products or services | The majority of pathway teaching and learning time consistently involves:<br><br>• Student-centered, research-based instructional and learning strategies that align with the indicators listed below.<br>• Complex and extended standards-based, project- or problem-based learning that:<br>  ○ Integrates academic and technical content<br>  ○ Aligns with the pathway theme<br>  ○ Reflects the processes and products of industry professionals<br>  ○ Involves critical thinking and creativity and requires students to make connections across the curriculum<br>  ○ Involves the design and public defense of high-quality products or services | In addition to achieving the Meeting and Advancing criteria, pathway teacher teams ensure that students:<br><br>• Apply their knowledge and skills in new and unpredictable situations<br>• Interact regularly with industry, postsecondary, and community partners |

| Collaborative learning | Some pathway teachers: | Most pathway teachers: | All pathway teachers: | In addition to achieving the Meeting and Advancing criteria, all pathway teachers: |
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| | • Provide daily opportunities for students to work in heterogeneous pairs or groups | • Ensure that all students have daily activities that require them to work in heterogeneous pairs or groups<br>• Provide specific skill instruction in collaborative learning<br>• Are beginning to document students' growth in and mastery of effective teaming skills, including project management, group roles and accountability, and conflict resolution | • Ensure that all students have extended, daily activities that require them to work in heterogeneous pairs or groups<br>• Provide specific skill instruction and differentiated support to students in collaborative learning<br>• Assess students regularly and ensure that all students demonstrate effective teaming skills, including project management, group roles and accountability, and conflict resolution<br>• Ensure that students have regular opportunities to collaborate with industry, postsecondary, and community partners in collaborative learning | • Have students regularly reflect on their collaboration skills and their impact on their own learning<br>• Have students share their work processes and products with others<br>• Ensure that students take the initiative to effectively involve industry, postsecondary, and community partners and families in collaborative learning experiences |

| Outcome focused and student-directed Learning | Pathway teachers occasionally involve students in outcome-focused, student-directed learning related to the pathway theme in which students:<br><br>• Informally discuss learning goals and expectations by pathway staff<br>• Reflect on progress toward short-term learning goals, challenges, and successes | Pathway teachers involve students in outcome-focused, student-directed learning related to the pathway theme a couple of times each week and set up structures in which students:<br><br>• Set short-term learning goals that are aligned with the pathway's student learning outcomes<br>• Modify learning activities to align with students' interests<br>• Lead conferences with supporting adults to share student work that demonstrates progress toward meeting student learning outcomes | Pathway teachers daily involve all students in outcome-focused, student-directed learning and set up structures in which all students:<br><br>• Set short-term learning goals that are aligned with the pathway's student learning outcomes<br>• Revise work based on feedback until it meets or exceeds identified standards<br>• Provide evidence of reflection, growth, and progress on specific skills being assessed, as well as overall growth as a student | In addition to achieving the Meeting and Advancing criteria, all pathway teachers support pathway students with mentors and advisors to:<br><br>• Engage in long-term independent or small group projects that are aligned with student interests and goals and add value beyond the classroom<br>• Self-monitor progress toward meeting short-term goals and the pathway's student learning outcomes<br>• Demonstrate mastery of standards and attainment of learning goals through a variety of assessments |

| Reflective practice and professional learning | There is some professional development for some pathway teachers that:<br><br>• Introduces research-based instructional strategies<br>• Introduces standards-based learning and teaching<br>• Presents various assessment strategies<br>• Introduces teachers to the pathway theme | There is ongoing professional development for pathway teachers that:<br><br>• Provides options for learning about research-based instructional strategies<br>• Engages teachers in developing standards-based units and projects<br>• Introduces teachers to authentic assessment strategies<br>• Provides introductory dialogue with industry partners to learn more about the pathway theme | The pathway community of practice has a coordinated, strategic, and practice-embedded approach to professional development that:<br><br>• Focuses on a variety of research-based instructional strategies<br>• Uses data from student work and other sources to inform teacher practice<br>• Builds instructional knowledge and skills that support full inclusion of English language learners, special education students, and GATE students<br>• Develops skill in creating single discipline and interdisciplinary standards-based units, projects, and authentic assessments<br>• Provides teachers with industry experiences related to the pathway theme | In addition to achieving the Meeting and Advancing criteria, the pathway community of practice:<br><br>• Builds teacher leadership through regular reflection and opportunities to share practice with others beyond the pathway. |
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| Authentic assessment | Pathway teachers: | Most pathway teachers: | All pathway teachers: | In addition to achieving the Meeting and Advancing criteria, pathway teachers: |
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| | • Primarily use traditional end-of-course exams, quizzes, or other standardized assessments to measure student success<br>• Are beginning to use some forms of formative and summative performance assessments<br>• Occasionally use their industry, community, and postsecondary partners to assist and view student work | • Use a variety of standards-aligned formative and summative performance assessments to assess:<br>  ◌ Student products and performances, and<br>  ◌ Demonstrations of learning and skills<br>• Use industry, community, and postsecondary partners to serve as project consultants or audiences for student work | • In collaboration with partners, regularly use a variety of formative and summative interdisciplinary performance assessments to assess:<br>  ◌ The quality of student products and performances,<br>  ◌ Student demonstrations of content learning and application of knowledge and skills, and<br>  ◌ Student progress toward achievement of the learning outcomes<br>• All pathway teachers use industry, community, and postsecondary partners as project consultants and authentic audiences<br>• Regularly use results from formative and summative performance assessments to inform and improve curriculum, instruction, and assessment | • Use quality criteria reflective of an industry standard<br>• Involve partners in professional development activities, as project consultants and authentic audiences |

## Work-Based Learning (WBL)

All students participate in a personalized and coordinated continuum of work-based-learning (WBL) experiences designed to help them master and demonstrate academic, technical, and 21st Century skills, as identified in the pathway student learning outcomes. WBL builds on and extends every pathway's program of study. WBL occurs in-person and online: in the work place, the community, and at school. Students acquire academic, technical, and 21st Century knowledge and skills through WBL, all of which enhance their preparedness for the demands of college and careers.

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| Continuum | The pathway:<br><br>• Is conducting outreach to identify WBL experiences<br>• Is examining models to develop their own continuum of WBL experiences<br>• Has ad-hoc WBL experiences for some students | The pathway:<br><br>• Provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation<br>• Has a plan of sequenced WBL experiences<br>• Has WBL opportunities at each of the pathway's grade levels for all students | The pathway:<br><br>• Provides every student with a personalized 3- or 4-year sequence of experiences following the WBL continuum<br>• Has sequenced WBL experiences that culminate in an intensive career training and/or career preparation experience<br>• Has WBL opportunities at each pathway level for all students, in alignment with the needs identified by industry and postsecondary partners | In addition to achieving the Meeting and Advancing criteria, the pathway:<br><br>• Provides students with opportunities to be exposed to, learn about, and analyze the changing demands and future trends of the labor market<br>• Uses a formalized process to regularly gather input from industry and postsecondary partners regarding the quality of student WBL experiences, labor market trends, and additional WBL opportunities |
| Outcomes | The pathway:<br><br>• Is creating a plan and timetable to begin developing WBL experiences across grade levels | The pathway:<br><br>• Has created a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject area per grade | The pathway:<br><br>• Is implementing a WBL plan for all students across grade levels that integrates with academic and technical coursework in ways that support interdisciplinary experiences and learning outcomes<br>• Ensures that all WBL experiences support student progress toward attaining the identified student learning outcomes | In addition to achieving the Meeting and Advancing criteria, the pathway:<br><br>• Provides WBL experiences at each grade level that integrate learning outcomes from all academic and technical courses<br>• Demonstrates evidence that WBL experiences are integral to students achieving pathway student learning outcomes |

| Evaluation | The pathway: | The pathway: | The pathway: | In addition to achieving the Meeting and Advancing criteria, the pathway: |
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| | • Is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences | • Has designed evaluation strategies, in collaboration with business and industry partners, to assess the effectiveness of WBL experiences<br>• Is developing a plan to evaluate the impact of WBL experiences | • Uses assessment criteria to measure the effectiveness of the pathway's WBL plan, including identification of needed improvements to the program<br>• Evaluates the WBL experiences at least twice a year | • Has evidence of using WBL assessment data, in collaboration with business and industry partners, to evaluate the scope, quality, and ongoing improvements to WBL experiences |

## Personalized Student Support

Every pathway student is supported by pathway staff, partners, and families. The pathway community of practice tailors learning experiences to students' individual developmental needs, skills, strengths, interests, and aspirations. Pathway staff, in consultation with families and service providers, identify and address the academic, personal, and social-emotional needs of every student so that she or he makes progress toward achieving personalized college and career goals and pathway student learning outcomes.

| | Beginning and Emerging | Developing and Approaching | Meeting and Advancing | Excelling and Sustaining |
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| Support for student needs | Individual pathway teachers:<br><br>• Take time to get to know some individual students<br>• Informally identify students' academic, personal, and socio-emotional needs<br>• Access general school and district academic interventions to address student needs | The pathway team:<br><br>• Assumes collective responsibility for getting to know all pathway students<br>• Collaborates to identify student academic, personal, and socio-emotional needs<br>• Provides some targeted, culturally responsive interventions to support the academic, personal, and social-emotional needs of most students<br>• Communicates with families regarding the interventions provided to students | Through established structures and processes, the pathway team:<br><br>• Assures that each student is known well?their individual skills, strengths, challenges, interests, and aspirations<br>• Identifies and monitors student academic, personal, and social-emotional needs<br>• Provides culturally responsive and timely intervention and acceleration strategies to support each student's success<br>• Engages families and leverages community, school, and district services to address students' academic, personal, and social-emotional needs | In addition to achieving the Meeting and Advancing criteria, through formalized processes and routinized procedures, the pathway team:<br><br>• Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success<br>• Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations |

| College and career plan | Pathway teachers: | The pathway team: | The pathway team: | In addition to achieving the Meeting and Advancing criteria, the pathway team: |
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| | • Cooperate with counselors to assure that students complete a 4-year high school plan<br>• Share their personal knowledge about college and career options<br>• Provide or arrange periodic college and career exploration activities for students | • Collaborates with counselors to support students in developing and implementing individualized college and career plans<br>• Provides and/or arranges some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options<br>• Provides or arranges several developmentally appropriate college and career exploration activities per year | • Collaborates with counselors and families to support all pathway students in identifying career goals and aspirations and in creating an individualized 6- to 10-year college and career plan to reach those goals<br>• Provides tools, processes, and activities that empower students to make informed decisions, execute and annually monitor their college and career plans, and successfully navigate the transition to postsecondary options | • Empowers students to assume responsibility for developing, executing, and monitoring their own college and career plans<br>• Supports students to, at least once each semester, review their progress with their families and their advisors |

## Pathway Leadership and Partnerships

The pathway staff, school and district leaders, and partners share responsibility for program effectiveness and accountability for student outcomes. These stakeholders assure that conditions are in place to establish and sustain pathway quality. The pathway engages a formal advisory board that serves as an organizing structure to effectively engage a core of stakeholders, including business, postsecondary, and community partners.

| | Beginning and Emerging | Developing and Approaching | Meeting and Advancing | Excelling and Sustaining |
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| Distributed leadership | Pathway teachers:<br><br>• Request support from site and district leaders in order to ensure that necessary conditions are in place for successful program implementation | Pathway staff, school and district leaders, and partners:<br><br>• Collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation | Pathway staff, school and district leaders, and partners:<br><br>• Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation | In addition to achieving the Meeting and Advancing criteria, pathway staff, school and district leaders, and partners:<br><br>• Are accountable for ensuring that necessary conditions are in place for successful program implementation<br>• Are supported by district policies that ensure program effectiveness |

| Advisory Board | The pathway is: | A developing advisory board: | An established advisory board is a diverse, formalized body that | In addition to achieving the Meeting and Advancing criteria, a highly effective advisory board is a diverse, formalized body that: |
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| | • Exploring the roles that full partners (or the community of practice) will be expected to play in the ongoing development of pathway quality and student success<br>• Recruiting local employers, community groups, postsecondary partners, and individuals to serve on the advisory board | • Creates an organizational structure, which includes, at a minimum, a chair<br>• Includes representatives from business, industry, and postsecondary education and pathway leads<br>• Meets regularly to:<br>  ◦ Develop ways to implement WBL and activities that support the pathway theme<br>  ◦ Learn about expectations for pathway student learning outcomes and the advisory board's role in supporting the outcomes. | • Has a leadership structure responsible for managing the advisory board<br>• Includes representatives from business and industry, postsecondary education, after-school programs, the student body, pathway leads, and school/district administration<br>• Meets regularly to:<br>  ◦ Operationalize WBL and other activities in support of the pathway theme<br>  ◦ Participate in all aspects of the continuous improvement process<br>  ◦ Provide input on policies and develop human and financial resources | • Operates with a current strategic plan, financial policies, and a succession plan to expand and sustain the pathway<br>• Has a leadership structure that is responsible for managing the advisory board and providing orientation to new advisors |

| Partner support for learning | The pathway is:<br><br>• Identifying roles that individual partners can play to support student learning<br>• Recruiting individual partners to fill these roles | The pathway is:<br><br>• Developing formal commitments with partners to support student learning by:<br>  ○ Bringing industry knowledge and expertise to the students through classroom team teaching, guest speaking, and mentoring<br>  ○ Assisting with project work<br>  ○ Providing some students with WBL experiences | Pathway partners:<br><br>• Assume responsibility for actively and routinely supporting teachers and students to meet pathway student learning outcomes by collaborating with pathway teachers to:<br>  ○ Inform learning with industry developments, trends, and practices<br>  ○ Assist with curriculum project selection, design, implementation<br>  ○ Provide the majority of students with authentic WBL experiences | In addition to achieving the Meeting and Advancing criteria, highly engaged and committed partners ensure the sustainability of strong partnerships to support learning by:<br><br>• Broadening the base of partners working with pathway teachers and students from their respective group of professional colleagues<br>• Securing an ongoing, formalized commitment of employer support<br>• Committing to expand project-based learning and scale WBL for all pathway students<br>• Securing funding to support pathway activities such as internships, trips, and scholarships |
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