

Pathway Framework

September 2021



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Pathway Framework

What is the Pathway Framework?

The Pathway Framework describes the essential elements present in high-quality pathways. It articulates the practices that pathway teams can undertake on a regular basis to refine both the design of the pathway and the operations. The Pathway Framework connects the practices outlined in the Pathway Community of Practice Continuum and the Behaviors of Learning and Teaching Continuum to show how teams can collaborate to implement these strategies.

Who should use this resource?

Teacher teams working together in college and career readiness pathways, in partnership with other staff and industry and community partners, who are looking for direction and guidance on implementing pathway essential elements and quality criteria.

How will we use the Pathway Framework?

The Framework can be used by pathway teams to assess the quality of their work together and undertake action planning geared toward ongoing development and continuous improvement. This Framework can also help teams draft regular meeting agendas focused on engaging in processes that will help provide the data needed to review impact and refine practices. Implementing the essential elements will help pathways move closer to increasing overall student achievement. As a starting point, teams can determine an agreed upon challenge area and then select the related domain(s) to assess current practice in and identify next steps for further development. The Pathway Framework has a companion online Pathway Toolkit that provides the support resources, tools, and examples needed to help pathways build their capacity in each of the focus areas. For additional support, ConnectED provides professional development to help communities and districts implement the practices outlined in this document.

Find this document along with other key resources at www.connectednational.org

System-Wide Support

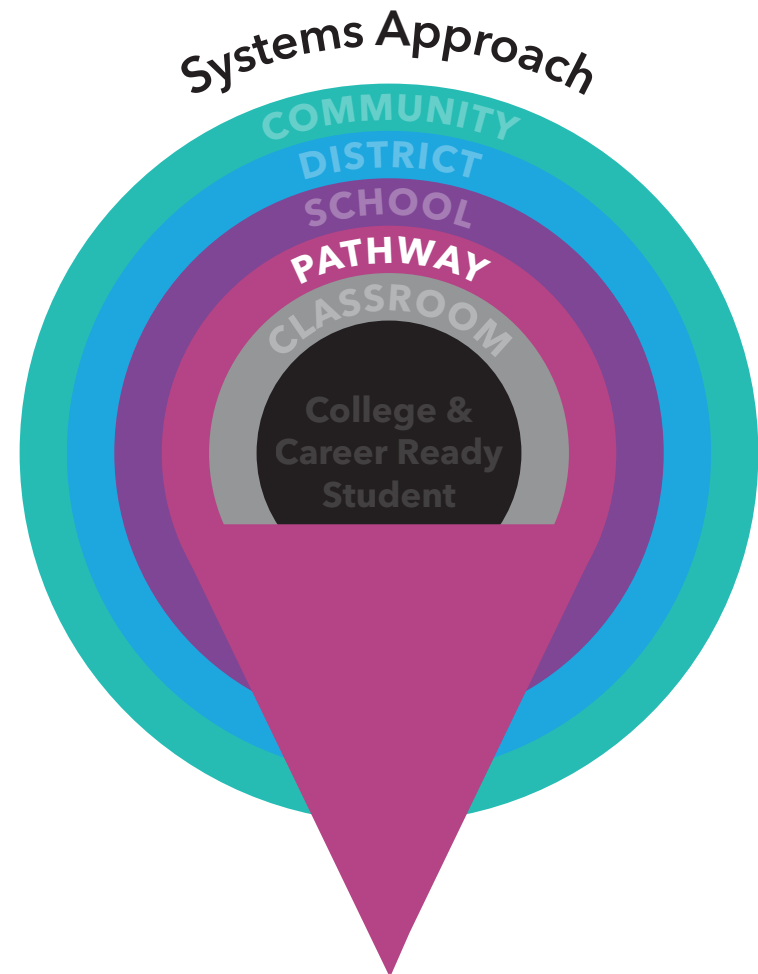
Linked Learning is an approach to college and career readiness education that transforms the traditional high school experience by bringing together rigorous academics, a demanding technical education, and real-world experience to help ALL students gain an advantage in high school, post-secondary education, and careers.

ConnectED helps communities develop college and career readiness pathways by recognizing the interdependence inherent in districts and aligning and supporting all levels of the system, from the student and classroom, to the pathway and school, to the district and community.








ConnectED and partner organizations have created a set of tools and resources for each level of the system to help school districts and communities plan, implement, and sustain high-quality pathways. This includes a digital platform, ConnectED Studios, at www.ConnectedStudios.org

This is a PATHWAY resource.

The role of the pathway in the system is to maintain the integrity of the program of study. This is done by designing it in a way that both aligns the student learning outcomes with the graduate profile and creates a learning experience that incorporates the four core elements: rigorous academics, career technical education, work-based learning, and student support. The program of study provides performance-based learning and assessment experiences that transform what students are able to know and do upon graduation and positions them to have a college and career readiness plan in place that they are able to undertake. Lastly, pathways must also create the infrastructure, processes, and learning spaces needed for teachers to collaboratively review data, develop curriculum, refine practice, and revisit outcomes to maintain a high-quality program of study with authentic learning opportunities.



Overview

Linked Learning is:	Pathway teams can be seen:
 <p>Student Outcomes Driven Practice</p>	<ul style="list-style-type: none"> ■ Unpacking outcomes to agree on assessment criteria and developing common rubrics. ■ Establishing an outcome-based student portfolio process to monitor student progress. ■ Reviewing evidence and using data to improve professional practice and revise improvement plans.
 <p>Equity, Access, & Achievement</p>	<ul style="list-style-type: none"> ■ Establishing high achievement expectations for all students. ■ Practicing non-discriminatory and inclusive policies, practices, and pedagogy. ■ Reflecting the diversity and strengths of the school, community, and district.
 <p>Program of Study</p>	<ul style="list-style-type: none"> ■ Bringing coherence to the four core components: rigorous academics, real-world technical skills, work-based learning, and personalized supports through an industry theme. ■ Coordinating and sequencing student learning experiences through integrated academic and technical curriculum. ■ Maximizing scheduling to ensure all students equitable access to college and career readiness opportunities.
 <p>Learning & Teaching</p>	<ul style="list-style-type: none"> ■ Planning inquiry and project-based learning that is outcome-focused, rigorous, relevant, and collaborative in nature. ■ Using performance assessment tasks with common rubrics to assess, monitor, and support student progress. ■ Regularly engaging in professional learning, evidence-based inquiry, and reflection to continuously improve practice.
 <p>Work-Based Learning</p>	<ul style="list-style-type: none"> ■ Coordinating a continuum of work-based-learning (WBL) opportunities. ■ Designing experiences to help students master and demonstrate academic, technical, and 21st Century skills.
 <p>Personalized Student Support</p>	<ul style="list-style-type: none"> ■ Tailoring learning to students' individual developmental needs, skills, strengths, interests, and aspirations. ■ Identifying and addressing the academic, personal, and social-emotional needs of every student.
 <p>Pathway Leadership & Partnerships</p>	<ul style="list-style-type: none"> ■ Sharing responsibility and accountability for student outcomes with school, district, and community leaders. ■ Assuring conditions are in place to establish and sustain pathway quality. ■ Engaging a formal advisory board that serves as an organizing structure to effectively engage a core of stakeholders.

Overview

Traditional high schools offer a learning experience that consists of 4–8 classroom periods a day that each focus on different stand-alone subject areas. Each teacher may have a different grading and instructional style and a different process for connecting with students and families. This approach to education can leave both the teacher and the student feeling disconnected. Students can struggle with trying to understand the purpose and value of each of their courses and trying to retain immense amounts of information that feels untethered to anything in their lives. Teachers can struggle with isolation without sustained access to collective problem-solving and avenues for sharing best practices with teachers who are working with the same students.

Pathways offer a shift in approach from the traditional learning experience. Instead of subject matter being separated and disconnected from daily life, students are shown the interplay that happens between subject areas in real-world experiences. Pathways allow learning to move from taking place one grade level and one teacher at a time to taking place through a unified vision that expands across grade levels, teachers, and courses. This is done through a program of study grounded in a central industry theme. Well-designed pathways combine rigorous academic instruction with technical education and real-world experience into an industry-themed program of study. Pathways adopt industry themes to engage students, connect them with community mentors, and provide a scaffold into adult life.

High quality programs of study build into the learning experience opportunities for dual enrollment, work-based learning, hands-on project-based learning, and performance assessment. Most importantly, programs of study ensure the industry theme is infused into all courses, build toward agreed upon pathway outcomes, and use student cohorts and teacher common planning time to develop the collaboration and relational trust needed to teach and learn differently. This approach helps prepare all students for successful college, career, and community engagement.

Pathways provide an effective structure and strategy for implementing state and local academic and technical standards as well as nurturing social and emotional learning and the development of 21st century skills.

A pathway is defined as a comprehensive four-year program of study that integrates rigorous academics with high-quality Career Technical Education (CTE) core, a sequence of work-based learning experiences, and the personalized supports needed for student success. Each pathway is organized around a major industry theme such as engineering, arts and media, finance and business, environmental design, or bio-medicine and health.

Pathways can be implemented through various models such as career academies and career-themed small schools, small learning communities, and charter schools to name just a few. Each pathway typically serves between 250 and 500 students. High-quality pathways include the essential element domains needed to achieve college and career readiness outcomes.

Pathway Essential Element Domains



Student Outcomes-Driven Practice

The progress of every student toward 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.



Equity, Access, and Achievement

A college and career readiness 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, socio-economic 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.



Program of Study

An industry-themed pathway program of study brings coherence to the four core components of college and career readiness: 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 curriculums. 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 post-secondary options.



Learning and Teaching

Pathway students engage in inquiry and project-based learning that is outcome-focused, rigorous, relevant, and collaborative in nature. Members of the pathway Community of Practice plan these 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.



Work-Based Learning

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 workplace, the community, and at school. Students acquire academic, technical, and 21st century knowledge and skills through WBL, which enhances their preparedness for the demands of college and careers.



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 s/he makes progress toward personalized college and career goals and pathway student learning outcomes.



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, post-secondary, and community partners.



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:

- performance-based measures of pathway-specific student learning outcomes;
- information on students' level of performance, available from student information systems;
- individual student growth in performance, both on pathway-specific learning outcomes and on transcript-based measures;
- students' success after high school in postsecondary education and employment, if available; and
- 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.

Reflect on Your Practice

- How has the pathway team or individual teachers on the team used data to inform practice in the past?
- What kinds of data have been the most helpful for guiding planning?

Foundational Steps

- Agreeing on which data should be prioritized for which focus areas.
- Developing a process for collecting, storing, and reviewing data regarding student progress on the pathway learning outcomes and other focal areas.

P1. Student Outcomes-Driven Practice

1 Emerging	2 Developing	3 Advancing	4 Transforming
P1.1 Pathway Community of Practice			
<p>Some pathway teachers:</p> <ul style="list-style-type: none"> Informally or intermittently collaborate during the school year to discuss program coordination, individual student needs, and curricular alignment or integration. Share strategies and resources to improve their instructional practice. 	<p>Pathway teachers:</p> <ul style="list-style-type: none"> Meet to create integrated projects and design assessments during at least biweekly scheduled collaboration time. Sometimes engage support staff and industry/ community partners in project design and assessment. Share lessons, resources, and best practices to improve their instructional practice. 	<p>As described in the Pathway Communities of Practice Continuum, all pathway teachers:</p> <ul style="list-style-type: none"> Collaborate during weekly scheduled time, use effective meeting processes, and distribute leadership responsibilities. Engage industry and community partners in designing and assessing student projects. Observe one another's teaching, share lessons and resources, and give and receive feedback to improve their instructional practice. 	<p>In addition to achieving the Advancing criteria, the pathway team:</p> <ul style="list-style-type: none"> Demonstrates a high level of team functioning through the use of formalized protocols and routinized processes. Regularly incorporates student interests and perspectives in curricular planning. Collects data from students and industry partners to inform their instructional practice.
P1.2 Pathway Specific Outcomes			
<p>Pathway teachers:</p> <ul style="list-style-type: none"> Work collaboratively to develop an initial set of pathway-specific student learning outcomes aligned to college and career readiness expectations. May have informal or class-specific student learning outcomes. Consider schoolwide learner outcomes when developing course content and designing projects. 	<p>The pathway team:</p> <ul style="list-style-type: none"> Establishes and disseminates an initial set of cross-disciplinary, pathway-specific student learning outcomes aligned with and integrated with the Common Core State Standards, Next Generation Science Standards, and career and technical education (CTE) standards. Establishes standards and college and career readiness expectations. References and uses learning outcomes for planning lessons, determining course content, and designing assessments. 	<p>The pathway team, in consultation with partners:</p> <ul style="list-style-type: none"> 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. Uses pathway-specific student learning outcomes to guide the design of the pathway program of study, curriculum, instruction, and assessment. 	<p>In addition to achieving the Advancing criteria, the pathway team:</p> <ul style="list-style-type: none"> Engages students, parents, and community members in the review and revision process. Uses revisions in student learning outcomes to inform changes to pathway program of study, curriculum, instruction, and assessment.

1 Emerging**2 Developing****3 Advancing****4 Transforming****P1.3 Data-Driven Practices**

Pathway teachers use observational, anecdotal, and limited hard data to:

- Discuss students' performance challenges.
- Plan lessons and projects.
- 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.

The pathway team:

- 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:
 - Performance-based measures of pathway-specific student learning outcomes;
 - Information on students' level of performance, available from student information systems;
 - Conducts an annual review of partial or incomplete data on individual student growth in performance, related to pathway-specific learning outcomes or measures from student information systems, to inform revisions to the pathway program.

The pathway team:

- 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:
 - Performance-based measures of pathway-specific student learning outcomes;
 - Information on students' level of performance, available from student information systems;
 - Meets annually to review and analyze 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;
 - Assesses students' success after high school in post-secondary education and employment, if available;
 - Tracks trends over time in all these measures for the pathway students as a group.

In addition to achieving the Advancing criteria, the pathway team:

- Establishes formalized protocols and processes for conducting monthly and annual reviews of all available data that inform programs and practices, enabling all students to meet the minimum requirements for pursuing a full range of postsecondary opportunities.

P1.4 Pathway Improvement Plan

Pathway teachers:

- Identify areas that need improvement.
- Discuss ways to review data on student performance and progress to identify areas of pathway strength and areas needing improvement.

The pathway team:

- Conducts self-assessment on the Essential Elements for Pathway Quality to identify areas of pathway strength and areas needing improvement.
- Drafts an Improvement Plan with action items designed specifically to improve student learning outcomes.
- Demonstrates successful completion of some action items.

The pathway team:

- Conducts a self-assessment annually on the essential elements and reviews all available data on student performance and progress to create an improvement plan.
- Monitors progress on their improvement plan and demonstrates successful completion of action items at least annually.

In addition to achieving the Advancing criteria, the pathway team:

- 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.
- Analyzes the impact of action items and revises the Improvement Plan at least semiannually.



Equity, Access, and Achievement

A college and career readiness 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.

Reflect on Your Practice

- What supports and services have individuals on the pathway team provided to promote equitable access and opportunity?
- What checks and balances have been utilized to flag places where additional attention is needed to achieve heterogeneous interaction and achievement?

Foundational Steps

- Reviewing the racial, gender, and socio-economic demographics in the pathway compared to the school.
- Developing a process for tracking and regularly reviewing disaggregated student enrollment, participation, and achievement data for all of the courses in the program of study.
- Drafting clear expectations regarding who is responsible for implementing
- which aspects of college planning and community engagement.

P2. Equity, Access, and Achievement

1 Emerging	2 Developing	3 Advancing	4 Transforming
P2.1 Open Access and Equitable Opportunities			
<p>The pathway:</p> <ul style="list-style-type: none"> Relies primarily on informal encouragement from counselors, teachers, family, or friends for recruitment. Attracts a privileged or otherwise homogeneous group of students. Uses prior academic achievement or background/history as criteria for enrollment. Establishes academic achievement requirements for students to continue within the pathway. 	<p>The pathway:</p> <ul style="list-style-type: none"> Shifts its admissions process from random or informal student encouragement to one that is based on student choice. Develops plans to broaden recruitment efforts with middle school students. Develops a plan to ensure open access for all students. Assesses continuation criteria, such as GPA, for maintaining pathway participation. 	<p>The pathway:</p> <ul style="list-style-type: none"> Establishes admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history. Establishes admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest. Uses diversity as a core principle underlying recruitment efforts with middle school students Ceases to track students once they are enrolled within the pathway and does not have academic achievement requirements to remain in the pathway. 	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> Includes students, business, and local community partners in formalized recruitment efforts. Establishes practices and policies to promote open access and diversity through collaboration with business and community partners.
P2.2 Diverse Student Representation			
<p>The pathway:</p> <ul style="list-style-type: none"> Designs admission processes and practices that yield a student demographic and achievement distribution that does not reflect efforts to achieve diversity. 	<p>The pathway:</p> <ul style="list-style-type: none"> Demonstrates admission processes and practices that yield some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution. 	<p>The pathway:</p> <ul style="list-style-type: none"> Demonstrates admission processes and practices that have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution. 	<p>In addition to achieving the Advancing criteria, the pathway's admission processes and practices:</p> <ul style="list-style-type: none"> Results in multiple years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution.
P2.3 Promoting Equitable Achievement			
<p>The pathway:</p> <ul style="list-style-type: none"> Demonstrates data that are in the developmental stages of collection and/or analysis. Reviews data that may show inconsistent results in eliminating achievement gaps across groups. 	<p>The pathway:</p> <ul style="list-style-type: none"> Demonstrates data that show at least one year of improvement in eliminating gaps across groups in some student performance indicators. 	<p>The pathway:</p> <ul style="list-style-type: none"> Demonstrates data showing multiple years of improvement in eliminating gaps across most groups in most student performance indicators. 	<p>The pathway:</p> <ul style="list-style-type: none"> Demonstrates data showing multiple years of improvement in eliminating gaps across all groups in most student performance indicators.

1 Emerging**2 Developing****3 Advancing****4 Transforming****P2.4 College Plan**

<p>Pathway teachers:</p> <ul style="list-style-type: none"> ■ Cooperate with counselors to assure that students enroll in and complete the required courses that will qualify them for college entrance. ■ Share their personal knowledge about college options. 	<p>In addition to the previous column, the pathway team:</p> <ul style="list-style-type: none"> ■ Collaborates with counselors to help students set individualized postsecondary goals. ■ Collaborates with counselors to provide counseling or advisement to students about college eligibility and admission. 	<p>In addition to the previous column, the pathway team:</p> <ul style="list-style-type: none"> ■ Collaborates with counselors and families to support all pathway students in creating an individualized postsecondary plan to reach their goals. ■ Establishes a college-going culture by providing tools, processes, and activities that empower students to assess their postsecondary options and make informed decisions. 	<p>In addition to the practices outlined in the Advancing category, the pathway team regularly reviews data to determine whether:</p> <ul style="list-style-type: none"> ■ All pathway students identified postsecondary goals and created an individualized plan to reach those goals. ■ Students are provided with tools, processes, and activities to execute postsecondary plans and monitor progress.
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P2.5 College Access Continuum

<p>The pathway:</p> <ul style="list-style-type: none"> ■ Provides ad-hoc college access experiences for some students at some grade levels. 	<p>As described in the College and Career Readiness Classroom Framework, the pathway:</p> <ul style="list-style-type: none"> ■ Provides students with sequenced college access experiences that span the continuum from college awareness, college exploration, college preparation, to college participation. ■ Provides college access opportunities at each pathway grade level. 	<p>In addition to the previous column, the pathway:</p> <ul style="list-style-type: none"> ■ Implements a sequenced plan that guides teacher practice and curriculum development to build student capacity in the organization and study skills needed to succeed at a postsecondary institution. ■ Provides college access opportunities at each pathway grade level in alignment with the needs identified by postsecondary partners. 	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> ■ Provides students with opportunities to learn about and analyze the changing demands for future trends of postsecondary degrees, certifications, and micro-badges. ■ Uses a formalized process to regularly gather input from post-secondary partners regarding the quality of student preparation for and participation in postsecondary articulation learning experiences.
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P2.6 Community Engagement Continuum

<p>The pathway:</p> <ul style="list-style-type: none"> ■ Provides ad-hoc community engagement experiences for some students. 	<p>As described in the College and Career Readiness Classroom Framework, the pathway:</p> <ul style="list-style-type: none"> ■ Provides students with sequenced community engagement experiences that span the continuum from community awareness, community exploration, community preparation, to community participation. ■ Provides community engagement opportunities at each pathway grade level. 	<p>In addition to the previous column, the pathway:</p> <ul style="list-style-type: none"> ■ Implements a sequenced plan that guides teacher practice and curriculum development and culminates in increased social capital as well as civic, digital, and financial literacy for all students. ■ Provides opportunities at each pathway grade level for all students, in alignment with the civic, digital, and financial needs identified by community partners. 	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> ■ Provides students with opportunities to learn about and analyze the growing need for and future trends of civic, digital, and financial literacy. ■ Uses a formalized process to regularly gather input from community partners regarding the quality of student preparation for and participation in community engagement learning experiences.
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Program of Study

An industry-themed pathway program of study brings coherence to the four core components of college and career readiness: 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.

Reflect on Your Practice

- Has anyone on the pathway team ever designed a program that was collaboratively implemented?
- What kinds of supports and agreements might be necessary to maintain program integrity with multiple partners?

Foundational Steps

- Clarifying the program of study components.
- Developing a process for tracking and influencing how many students engage in all aspects of the program.

P3. Program of Study

1 Emerging	2 Developing	3 Advancing	4 Transforming
P3.1 Industry-Based Pathway Theme			
<p>The industry-based pathway theme:</p> <ul style="list-style-type: none"> Has been selected based on limited elements, such as teacher expertise and courses historically taught on campus. Has been selected by teachers. 	<p>The industry-based pathway theme:</p> <ul style="list-style-type: none"> Has been selected based on a review of students' interests, long-term regional workforce needs, teacher expertise, post-secondary opportunities, and other pathways offered within the district. Has been selected by a team that includes students, teachers, industry partners, and district support personnel. 	<p>The industry-based pathway theme:</p> <ul style="list-style-type: none"> Has been selected based on criteria in Developing and Approaching. Has been vetted through a review by industry and post-secondary partners, school staff, and students so that it is aligned to current industry standards. Appeals to a broad diversity of students, regardless of their post-secondary aspirations. 	<p>In addition to achieving the Advancing criteria, the pathway theme:</p> <ul style="list-style-type: none"> Is vetted through a regular review by industry and post-secondary partners, school staff, and students to ensure that it is aligned to current regional workforce needs.
P3.2 Integrated Core			
<p>The pathway program:</p> <ul style="list-style-type: none"> Integrates some academic and technical coursework. Attempts to align with grade-level academic and CTE standards. 	<p>The pathway has developed a 3 to 4 year program of study that:</p> <ul style="list-style-type: none"> Integrates some technical and academic coursework across subject areas at each grade level. Aligns with grade-level academic and CTE standards. Provides the majority of students with the opportunity to meet a full range of post-secondary eligibility requirements. Provides minimal exposure to WBL experiences. 	<p>The pathway has established a coherent 3 to 4 year program of study that:</p> <ul style="list-style-type: none"> Integrates the majority of academic and technical coursework in all grade levels. Aligns with grade-level academic and CTE standards. Provides all students, regardless of prior academic achievement, with the opportunity to meet a full range of post-secondary eligibility requirements. Provides students with yearly WBL experiences. 	<p>In addition to achieving the Advancing criteria:</p> <ul style="list-style-type: none"> Integrates all academic and technical coursework in all grade levels. Provides students with a comprehensive sequence of WBL experiences.
P3.3 Postsecondary Articulation			
<p>The pathway:</p> <ul style="list-style-type: none"> Makes students aware of opportunities for postsecondary credits, advanced placement, and state or industry certifications. 	<p>The pathway:</p> <ul style="list-style-type: none"> Establishes connections to postsecondary institutions, and some students are earning postsecondary credits, qualifying for advanced placement, and earning state or industry certifications. 	<p>The pathway:</p> <ul style="list-style-type: none"> Establishes 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. Achieves at least 50% of students participating in these opportunities. 	<p>In addition to achieving the Meeting and Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> Achieves at least 75% of students participating in these opportunities.

1 Emerging**2 Developing****3 Advancing****4 Transforming****P3.4 Cohort Scheduling**

The Master Schedule:

- Allows students to be scheduled as a cohort.
- Allows a few pathway teachers to collaborate as a team (usually in pairs).

The Master Schedule:

- Allows some, but not all, pathway students to participate as a cohort in multidisciplinary projects.
- May allow Pathway teacher teams to have common preparation time.
- Supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects.

The Master Schedule:

- Ensures that nearly all pathway students participate as a cohort in the pathway's academic and technical courses.
- Ensures that most grade-level pathway teachers share a common preparation period.
- Ensures flexible use of time and instructional methodologies that enable all pathway students to participate in multidisciplinary projects.
- Facilitates enrollment in advanced placement, interventions, and/or other pathway electives.

In addition to achieving the Advancing criteria, the Master Schedule:

- Ensures that all pathway students participate as a cohort in the pathway's academic and technical courses.
- 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 these 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.

Reflect on Your Practice

- What experiences have individuals on the pathway team had with inquiry or project-based learning? What were the benefits and challenges?
- What kinds of agreements and support might be necessary to ensure project alignment with multiple instructors?
- Based on prior experience, how has student self-assessment or peer assessment influenced student engagement and perseverance?

Foundational Steps

- Increasing awareness of and facility with the curriculum and instructional strategies currently being promoted by the site and district.
- Clarifying the complexity and type of integrated project(s) the team will undertake each year.
- Providing sufficient formal time to collaboratively plan and integrate.

P4. Learning and Teaching

1 Emerging	2 Developing	3 Advancing	4 Transforming
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P4.1 Rigorous, Relevant, and Integrated Learning

<p>Some pathway teaching and learning:</p> <ul style="list-style-type: none"> ■ Involves student-centered, research-based instructional and learning strategies. ■ Includes standards-based, project- or problem-based learning that: <ul style="list-style-type: none"> • Integrates academic and technical content; • Aligns with the pathway theme • Connects to tasks of professionals in practice; • Connects to students' backgrounds, experiences, and interests; • Involves critical thinking, problem solving, and production of products or services. 	<p>Most pathway teaching and learning:</p> <ul style="list-style-type: none"> ■ Involves student-centered, research-based instructional and learning strategies. ■ Includes standards-based, project- or problem-based learning that: <ul style="list-style-type: none"> • Integrates academic and technical content; • Aligns with the pathway theme • Connects to tasks of professionals in practice; • Connects to students' backgrounds, experiences, and interests; • Involves critical thinking, problem solving, and production of products or services. 	<p>The majority of pathway teaching and learning time consistently involves:</p> <ul style="list-style-type: none"> ■ Involves student-centered, research-based instructional and learning strategies that align with the indicators listed below. ■ Includes complex and extended standards-based, project- or problem-based learning that: <ul style="list-style-type: none"> • Integrates academic and technical content; • Aligns with the pathway theme; • Reflects the processes and products of industry professionals; • Involves critical thinking and creativity and requires students to make connections across the curriculum; • Involves the design and public defense of high-quality products or services. 	<p>In addition to achieving the Advancing criteria, pathway teacher teams ensure that students:</p> <ul style="list-style-type: none"> ■ Apply their knowledge and skills in new and unpredictable situations. ■ Interact regularly with industry, post-secondary, and community partners.
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P4.2 Collaborative Learning

<p>Some pathway teachers:</p> <ul style="list-style-type: none"> ■ Provide daily opportunities for students to work in heterogeneous pairs or groups. 	<p>Most pathway teachers:</p> <ul style="list-style-type: none"> ■ Ensure that all students have daily activities that require them to work in heterogeneous pairs or groups. ■ Provide specific skill instruction in collaborative learning. ■ Are beginning to document students' growth in and mastery of effective teaming skills, including project management, group roles and accountability, and conflict resolution. 	<p>All pathway teachers:</p> <ul style="list-style-type: none"> ■ Ensure that all students have extended, daily activities that require them to work in heterogeneous pairs or groups. ■ Provide specific skill instruction and differentiated support to students in collaborative learning. ■ Assess students regularly and ensure that all students demonstrate effective teaming skills, including project management, group roles and accountability, and conflict resolution. ■ Ensure that students have regular opportunities to collaborate with industry, postsecondary, and community partners in collaborative learning. 	<p>In addition to achieving the Advancing criteria, all pathway teachers:</p> <ul style="list-style-type: none"> ■ Have students regularly reflect on their collaboration skills and their impact on their own learning. ■ Have students share their work processes and products with others. ■ Ensure that students take the initiative to effectively involve industry, post-secondary, and community partners and families in collaborative learning experiences.
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1 Emerging**2 Developing****3 Advancing****4 Transforming****P4.3 Outcome-Focused and Student-Directed Learning**

<p>Pathway teachers:</p> <ul style="list-style-type: none"> ■ Occasionally involve students in outcome-focused, student-directed learning related to the pathway theme in which students: <ul style="list-style-type: none"> • Informally discuss learning goals and expectations by pathway staff. • Reflect on progress toward short-term learning goals, challenges, and successes. 	<p>Pathway teachers:</p> <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> • Set short-term learning goals that are aligned with the pathway's student learning outcomes. • Modify learning activities to align with students' interests. • Lead conferences with supporting adults to share student work that demonstrates progress toward meeting student learning outcomes. 	<p>Pathway teachers daily:</p> <ul style="list-style-type: none"> ■ Involve all students in outcome-focused, student-directed learning and set up structures in which all students: <ul style="list-style-type: none"> • Set short-term learning goals that are aligned with the pathway's student learning outcomes. • Revise work based on feedback until it meets or exceeds identified standards. • Provide evidence of reflection, growth, and progress on specific skills being assessed, as well as overall growth as a student. 	<p>In addition to achieving the Advancing criteria, all pathway teachers support pathway students with mentors and advisors to:</p> <ul style="list-style-type: none"> ■ Engage in long-term independent or small group projects that are aligned with student interests and goals and add value beyond the classroom. ■ Self-monitor progress toward meeting short-term goals and the pathway's student learning outcomes. ■ Demonstrate mastery of standards and attainment of learning goals through a variety of assessments.
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P4.4 Reflective Practice and Professional Learning

<p>There is some professional development for some pathway teachers that:</p> <ul style="list-style-type: none"> ■ Introduces research-based instructional strategies. ■ Introduces standards-based learning and teaching. ■ Presents various assessment strategies. ■ Introduces teachers to the pathway theme. 	<p>There is ongoing professional development for pathway teachers that:</p> <ul style="list-style-type: none"> ■ Provides options for learning about research-based instructional strategies. ■ Engages teachers in developing standards-based units and projects. ■ Introduces teachers to authentic assessment strategies. ■ Provides introductory dialogue with industry partners to learn more about the pathway theme. 	<p>The pathway community has a coordinated, strategic, and practice-embedded approach to professional development that:</p> <ul style="list-style-type: none"> ■ Focuses on a variety of research-based instructional strategies. ■ Uses data from student work and other sources to inform teacher practice. ■ Builds instructional knowledge and skills that support full inclusion of English language learners, special education students, and GATE students. ■ Develops skill in creating single discipline and interdisciplinary standards-based units, projects, and authentic assessments. ■ Provides teachers with industry experiences related to the pathway theme. 	<p>In addition to achieving the Advancing criteria, the pathway Community of Practice:</p> <ul style="list-style-type: none"> ■ Builds teacher leadership through regular reflection and opportunities to share practice with others beyond the pathway.
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1 Emerging**2 Developing****3 Advancing****4 Transforming****P4.5 Authentic Assessment**

Pathway teachers:

- Primarily use traditional end-of course exams, quizzes, or other standardized assessments to measure student success.
- Are beginning to use some forms of formative and summative performance assessments.
- Occasionally use their industry, community, and post-secondary partners to assist and view student work.

Most pathway teachers:

- Use a variety of standards-aligned formative and summative performance assessments to assess:
 - Student products and performances;
 - Demonstrations of learning and skills; and
 - Use industry, community, and post-secondary partners to serve as project consultants or audiences for student work.

All pathway teachers:

- In collaboration with partners, regularly use a variety of formative and summative interdisciplinary performance assessments to assess:
 - The quality of student products and performances;
 - Student demonstrations of content learning and application of knowledge and skills; and
 - Student progress toward achievement of the learning outcomes.
- All pathway teachers use industry, community, and post-secondary partners as project consultants and authentic audiences.
- Regularly use results from formative and summative performance assessments to inform and improve curriculum, instruction, and assessment.

In addition to achieving the Advancing criteria, pathway teachers:

- Use quality criteria reflective of an industry standard.
- Involve partners in professional development activities, as project consultants and authentic audiences.



Work-Based Learning

All students participate in a personalized and coordinated continuum (see College and Career Readiness Classroom Framework) 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 workplace, 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.

Reflect on Your Practice

- What experiences have the individuals on the pathway team had with the industry theme adopted by the pathway?
- How have individuals on the team integrated industry standards, skills, or perspectives into lesson plan designs in the past?

Foundational Steps

- Determining what the agreed upon indicators of work-based learning progress are.
- Developing a process for reviewing work-based learning progress across the continuum.
- Drafting clear expectations regarding who is responsible for implementing which aspects of work-based learning.

P5. Work-Based Learning

1 Emerging	2 Developing	3 Advancing	4 Transforming
P5.1 Career Plan			
<p>Pathway teachers:</p> <ul style="list-style-type: none"> Cooperate with counselors to assure that students complete a Career Technical Education sequence of courses. Share their personal knowledge about career options. 	<p>In addition to the previous column, the pathway team:</p> <ul style="list-style-type: none"> Collaborates with counselors to support students in developing individualized career goals. Provides or arrange career counseling and advisement to students about course sequences, interest and strength assessments, and career options. 	<p>In addition to the previous columns, the pathway team:</p> <ul style="list-style-type: none"> Collaborates with counselors and families to support all pathway students in creating an individualized 6- to 10-year career plan to reach their goals. Provide tools, processes, and activities that empower students to make informed decisions, execute, and annually monitor their career plans to successfully navigate the transition to a career field. 	<p>In addition to the practices outlined in the Advancing criteria, the pathway regularly reviews data to determine whether:</p> <ul style="list-style-type: none"> All pathway students identified career goals and created an individualized 6- to 10-year career plan to reach those goals. Students are provided with tools, processes, and activities to execute career plans and monitor progress.
P5.2 Career Development Continuum			
<p>The pathway:</p> <ul style="list-style-type: none"> Conducts outreach to identify work-based learning (WBL) experiences. Examines models to develop their own continuum of WBL experiences. Establishes ad-hoc WBL experiences for some students. 	<p>As described in the College and Career Readiness Classroom Framework, the pathway:</p> <ul style="list-style-type: none"> Provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career preparation, to career participation. Constructs a plan for sequenced WBL experiences. Provides WBL opportunities at each pathway grade level. 	<p>In addition to the previous columns, the pathway:</p> <ul style="list-style-type: none"> Provides every student with a personalized 3 or 4 year sequence of experiences following the continuum. Implements a sequenced WBL plan that guides teacher practice and curriculum development. Provides WBL opportunities at each pathway grade level for all students, in alignment with the needs identified by industry partners. 	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> Provides students with opportunities to be exposed to, learn about, and analyze the changing demands and future trends of the labor market. Uses a formalized process to regularly gather input from industry partners regarding the quality of student WBL experiences, labor market trends, and additional WBL opportunities.

1 Emerging**2 Developing****3 Advancing****4 Transforming****P5.3 Outcomes**

<p>The pathway:</p> <ul style="list-style-type: none"> ■ Creates a plan and timetable to begin developing WBL experiences across grade levels. 	<p>The pathway:</p> <ul style="list-style-type: none"> ■ Creates a plan and timetable to develop and implement WBL experiences with coursework in at least one technical and one academic subject area per grade. 	<p>In addition to the previous column, the pathway:</p> <ul style="list-style-type: none"> ■ Implements a WBL plan for all students across grade levels that integrates with academic and technical coursework and supports interdisciplinary experiences and learning outcomes. ■ Ensures that all WBL experiences support student progress toward attaining the identified student learning outcomes. 	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> ■ Provides WBL experiences at each grade level that integrate learning outcomes from all academic and technical courses. ■ Demonstrates evidence that WBL experiences are integral to students achieving pathway student learning outcomes.
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P5.4 Evaluation

<p>The pathway:</p> <ul style="list-style-type: none"> ■ Explores ways to begin working with industry and post-secondary partners to identify strategies for reviewing and evaluating WBL experiences. ■ Explores ways to track and acknowledge student WBL skill development in alignment with outcomes over multiple years. 	<p>In addition to the previous column, the pathway:</p> <ul style="list-style-type: none"> ■ Designs evaluation strategies in collaboration with business and industry partners to assess the effectiveness of WBL experiences. ■ Develops a plan to evaluate the impact of WBL experiences. ■ Tracks and acknowledges student WBL skill development in alignment with outcomes over multiple years for some students. 	<p>In addition to the previous columns, the pathway:</p> <ul style="list-style-type: none"> ■ Uses assessment criteria to measure the effectiveness of the pathway's WBL plan including identification of needed improvements to the program. ■ Evaluates the WBL experiences at least twice a year. ■ Tracks and acknowledges student WBL skill development in alignment with outcomes over multiple years for all students. 	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> ■ Uses WBL assessment data, in collaboration with business and industry partners, to evaluate the scope, quality, and ongoing improvements to WBL experiences.
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P5.5 Support Systems

<p>The pathway:</p> <ul style="list-style-type: none"> ■ Explores ways to implement and monitor a work-based learning support system. ■ Explores ways the advisory council can assist with finding resources to support the use of industry technology in classrooms. ■ Works with site leaders and staff to understand policy and procedure options that will ensure adequate coverage for liability, permission, and transportation. 	<p>In addition to the previous column, the pathway:</p> <ul style="list-style-type: none"> ■ Establishes an agreement with the advisory council to support the use of industry technology in classrooms and the periodic collaborative review of student work against industry performance standards. ■ Works with site leaders and staff to draft policy and procedure parameters that ensure adequate coverage for liability, permission, and transportation. 	<p>In addition to the previous columns, the pathway:</p> <ul style="list-style-type: none"> ■ Establishes a process with the advisory council to support the use of current industry technology in classrooms and the periodic collaborative review of student work against industry performance standards. ■ Works with site leaders and staff to enact policy and procedure parameters that ensure adequate coverage for liability, permission, and transportation. 	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> ■ Collaborates regularly with the site leadership team to review outcome data and refine WBL support systems to increase student safety, staff preparedness, and achievement of college and career outcomes. ■ Collaborates regularly with industry partners to review outcome data and refine current industry technology, practices, and standards being used in classrooms.
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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.

Reflect on Your Practice

- What practices have individuals on the pathway team used to develop supportive student relationships in the past?
- How have team members used social and emotional learning or team building to develop classroom culture?
- Based on prior experience, what types of supports do students need the most? What have been the challenges and successes around getting students the supports needed?

Foundational Steps

- Increasing awareness and understanding of the resources available on campus and in the district for English Language Learners and Special Education Students.
- Identifying a process for enlisting school and district resources to provide students with enriched supports when needed.
- Increasing knowledge and understanding about the families and resources in the school community.

P6. Student Support

1 Emerging	2 Developing	3 Advancing	4 Transforming
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P6.1 Academic Learning

<p>Pathway teachers:</p> <ul style="list-style-type: none"> ■ Identify existing resources for Special Education, English Language (ELL) and Advanced Placement (AP) Learners. ■ Identify resources for additional support in gatekeeper areas such as algebra and reading comprehension. 	<p>In addition to previous column Pathway teachers:</p> <ul style="list-style-type: none"> ■ Utilize best practices to adapt curriculum into lesson plans designed to address ELL, Special Education, and AP student needs. ■ Provide targeted support, including intervention, acceleration, credit recovery, and remediation services for some students in need. 	<p>In addition to previous columns, the pathway team:</p> <ul style="list-style-type: none"> ■ Identifies, through an agreed-upon process, individual students' academic, personal, and social-emotional needs and provide appropriate scaffolds. ■ Provides extended learning opportunities utilizing before and after school and summer bridge programs. ■ Establishes a formal tiered plan for support services and differentiated interventions for all students in need. ■ Create multi-modal learning experiences that maximize language production and increase learning access and expression. ■ Create learning experiences that build on strengths listed in Individual Education Plans (IEP) and further develop challenge areas. ■ Distinguish language development from concept attainment and track and support progress in both areas. 	<p>In addition to the Advancing criteria, the pathway team regularly collects and analyzes data to:</p> <ul style="list-style-type: none"> ■ Ensure that each student's challenges as well as talents, skills, strengths, interests, and aspirations are taken into account when developing learning supports for them. ■ Ensure all teachers are provided the professional development and classroom resources needed to accelerate learning.
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P6.2 Student Agency

<p>Some pathway teachers:</p> <ul style="list-style-type: none"> ■ Provide learning activities that help develop self-awareness and connection to school. ■ Identify opportunities to help students learn what motivates, inspires, and interests them. ■ Support some students to set goals based on standards and track achievement over time. ■ Provide instruction about and assessment of academic behaviors that support achievement. 	<p>The pathway:</p> <ul style="list-style-type: none"> ■ Provides learning activities that help develop self-awareness and connection to school. ■ Gives students the opportunity to learn what motivates, inspires, and interests them. ■ Develops growth mindsets by requiring students to set goals based on standards and track achievement over time. ■ Builds student capacity to adopt academic behaviors such as class participation, homework completion, time management, and a variety of study skills and techniques. 	<p>In addition to the previous column, the pathway:</p> <ul style="list-style-type: none"> ■ Provides learning activities that emphasize self-reflection, school connectedness, and intellectual openness. ■ Supports all students to engage in work that motivates, inspires, and interests them. ■ Supports all students to practice academic behaviors and learning strategies and assesses their progress over time. ■ Fosters student agency by using instructional practices that: <ul style="list-style-type: none"> • Demonstrate care and interest in student's whole person and perspective; • Captivate and engage; • Provide clarifying instructional feedback; • Summarize, consolidate, and integrate learning (Ferguson, 2015); • Provide relational, ideational, and material resources that positively reinforce students' academic and intellectual identity and heritage (Nasir 2012). 	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> ■ Supports all students to engage in regular use of articulated Habits of Mind, Work, and Collaboration and participate in individual and group reflection on growth in these areas.
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1 Emerging**2 Developing****3 Advancing****4 Transforming****P6.3 Social and Emotional Learning**

<p>Some pathway teachers:</p> <ul style="list-style-type: none"> ■ Create lesson plans that introduce emotion regulation, conscientiousness, social skills, social awareness, and respect for diversity. ■ Discuss the value of pathway community expectations with students. 	<p>The pathway:</p> <ul style="list-style-type: none"> ■ Helps students build capacity in emotion regulation, conscientiousness, social skills, and respect for diversity in perspective, person, and thought. ■ Defines and teaches the norms and community expectations they expect students to follow. 	<p>The pathway:</p> <ul style="list-style-type: none"> ■ Introduces, builds capacity in, and supports student self-assessment of emotion regulation, conscientiousness, social skills, and respect for diversity in perspective, person, and thought. ■ Defines, teaches, consistently demonstrates, and provides feedback on the norms and community expectations they want students to follow. 	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> ■ Utilizes quality criteria reflective of social and emotional learning (SEL) standards to guide lesson plan and assessment development. ■ Uses clearly defined graduate profile characteristics to gauge student progress in 21st century skills development.
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P6.4 Safety and Behavioral

<p>Some pathway teachers:</p> <ul style="list-style-type: none"> ■ Independently employ alternatives to traditional school discipline in response to behavior concerns. ■ Design community engagement activities that build awareness of expectations beyond school. 	<p>The pathway:</p> <ul style="list-style-type: none"> ■ Sometimes uses alternatives to traditional school discipline such as Restorative Justice or Positive Behavioral Interventions and Supports. ■ Develops students' understanding of community involvement, values, and behaviors. 	<p>The pathway:</p> <ul style="list-style-type: none"> ■ Consistently applies a formalized, district-approved, behavior intervention plan across the pathway that utilizes alternatives to traditional school discipline. ■ Helps students develop a community orientation and appreciation of their role, value, and potential impact in society. 	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> ■ Annually assesses pathway quantitative and qualitative discipline data to identify patterns, surface best practices, and refine support. ■ Connects the pathway community to the larger community through organizational partnerships that help facilitate service learning and civic engagement opportunities.
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P6.5 Student Engagement

<p>Some pathway teachers:</p> <ul style="list-style-type: none"> ■ Help students orient to school processes and access school resources. ■ Collect student input and feedback. 	<p>The pathway:</p> <ul style="list-style-type: none"> ■ Facilitates a formal orientation process for incoming students that alerts them to available supports and resources and prepares them for success. ■ Implements processes to ensure student feedback is obtained. 	<p>In addition to the previous column, the pathway:</p> <ul style="list-style-type: none"> ■ Supports the development of pathway handbooks, maps, and orienting and access resources in all the languages represented by the school population. ■ Reviews student feedback and data to gauge interest and engagement and refine the program of study. 	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> ■ Provides students with leadership, governance, and representation opportunities that allow them to be a part of the pathway design and refinement discussion.
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1 Emerging**2 Developing****3 Advancing****4 Transforming****P6.6 Family Engagement**

Some pathway teachers:

- Maintain informal communication with families.
- Provide opportunities for multi-generation engagement such as student-led parent conferences.

The pathway :

- Provides technological support for communication with families.
- Encourages and provides professional development for student-led conferencing, student defense of learning presentations, and other potential multi-generational activities.

In addition to the previous column, the pathway:

- Increases families knowledge and understanding about what their children should know and be able to do, about educational policies and programs such as Title I, and about the types of tools and activities they can add to their portfolio to enhance their children’s learning;
- Increases staff understanding of the assets and funds of knowledge of their families, of culturally responsive practices and pedagogy, and strategies and activities they can add to their portfolio of ways to reach out and build respectful and trusting relationships with families;
- Provides families with multiple roles to play and opportunities to participate; and
- Fosters a belief system about the value of home and school partnerships to improve teaching, learning, and school and commits to ongoing family engagement. (Mapp, Kuttner, 2013).

In addition to achieving the Advancing criteria, the pathway:

- Bolsters family engagement by working toward increases in the following areas:
- Levels of relational trust between families and school staff;
- Number and scope of parent-to-parent networks and connections;
- Number of cross-cultural networks between families and school staff;
- Family and staff connections to community agencies and services;
- Family and staff comfort levels and sense of self-efficacy during home-school partnership events and activities; and
- Number of families and staff from diverse backgrounds taking on leadership positions. (Mapp, Kuttner, 2013).



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.

Reflect on Your Practice

- What experiences has the pathway team had collaborating with industry or community partners?
- How has vertical alignment or clarity about the skills students bring and those they are expected to leave with helped with collaboration?

Foundational Steps

- Identifying ways to align instruction and curriculum with nearby 2-4 year colleges and their aligned programs.
- Identifying ways to partner with employers in industries aligned with the pathway theme.

P7. Pathway Leadership and Partnerships

1 Emerging	2 Developing	3 Advancing	4 Transforming
P7.1 Distributed Leadership			
<p>Pathway teachers:</p> <ul style="list-style-type: none"> Request support from site and district leaders to ensure that necessary conditions are in place for successful program implementation. 	<p>Pathway staff, school, and district leaders, and partners:</p> <ul style="list-style-type: none"> Collaborate to gather cross-role input and develop strategies to ensure necessary conditions for successful program implementation. 	<p>Pathway staff, school, and district leaders, and partners:</p> <ul style="list-style-type: none"> Formally and proactively plan and assign cross-role responsibilities to ensure that necessary conditions are fully operational for successful program implementation. 	<p>In addition to achieving the Advancing criteria,</p> <ul style="list-style-type: none"> pathway staff, school and district leaders, and partners: <ul style="list-style-type: none"> Establish accountability for successful program implementation. Secure district policy support to ensure program effectiveness.
P7.2 Advisory Board			
<p>The pathway:</p> <ul style="list-style-type: none"> Explores 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. Recruits local employers, community groups, post-secondary partners, and individuals to serve on the advisory board. 	<p>A developing advisory board:</p> <ul style="list-style-type: none"> Creates an organizational structure, which includes, at a minimum, a chair Includes representatives from business, industry, and post-secondary education and pathway leads. Meets regularly to: <ul style="list-style-type: none"> Develop ways to implement activities that support the pathway theme. Learn about expectations for pathway student learning outcomes and the advisory board's role in supporting the outcomes. 	<p>The established advisory board is a diverse, formalized body that:</p> <ul style="list-style-type: none"> Possesses a leadership structure responsible for managing the advisory board. Includes representatives from business and industry, post-secondary education, after-school programs, the student body, pathway leads, and school/district administration Meets regularly to operationalize activities in support of the pathway theme. Participates in all aspects of the continuous improvement process. Provides input on policies and develops human and financial resources. 	<p>In addition to achieving the Developing and Advancing criteria, a highly effective advisory board is a diverse, formalized body that:</p> <ul style="list-style-type: none"> Operates with a current strategic plan, financial policies, and a succession plan to expand and sustain the pathway. Possesses a leadership structure that is responsible for managing the advisory board and providing orientation to new advisors.

1 Emerging**2 Developing****3 Advancing****4 Transforming****P7.3 Partner Support for Learning**

The pathway:

- Identifies roles that individual partners can play to support student learning.
- Recruits individual partners to fill these roles.

The pathway:

- Develops formal commitments with partners to support student learning by:
 - Bringing industry knowledge and expertise to students through classroom team teaching, guest speaking, or mentoring;
 - Assisting with project work;
 - Engaging in postsecondary articulation activities; or
 - Providing some students with WBL experiences.

Pathway partners:

- Assume responsibility for actively and routinely supporting teachers and students to meet pathway student learning outcomes by collaborating with pathway teachers to:
 - Inform learning with Industry developments, trends, and practices;
 - Assist with curriculum project selection, design, and implementation;
 - Engaging in postsecondary articulation activities; or
 - Provide the majority of students with authentic WBL experiences.

In addition to achieving the Advancing criteria, the pathway works with highly engaged and committed partners to:

- Ensure the sustainability of strong partnerships to support learning.
- Broaden the base of partners working with pathway teachers and students from their respective group of professional colleagues.
- Secure an ongoing, formalized commitment of employer support.
- Commit to expand project-based learning and scale WBL for all pathway students.
- Secure funding to support pathway activities such as internships, trips, and scholarships.

Glossary

Backwards Planning	The teacher starts with outcomes for students and then plans the curriculum to lead toward those outcomes.
Common Features of a Pathway	The guiding practices that can be found in high-quality pathways. Pathways: (a) Utilize pathway student learning outcomes to guide and align assessment, curriculum, and instruction (b) Blend academic and career-themed course content through rigorous and relevant standards-aligned projects (c) Arrange master schedules so that students learn in cohorts and teachers use common planning time (d) Provide learning beyond the classroom and the school day (e) Offer post-secondary articulation with college institutions.
Core Components of Pathway	Are what distinguish college and career readiness pathways from traditional vocational courses and include: (1) College preparatory academics with real world application (2) Cluster/sequence of career and technical education, with industry certification (3) Continuum of work-based learning and (4) Personalized student supports.
Curriculum Mapping	The process of determining and representing performance criteria within a course and pathway scope and sequence.
Formative Assessment	Assessment that provides feedback to the teacher and to students for the purpose of improving instruction and learning. Frequently referred to as “assessment FOR learning.” Formative assessment includes minute-by-minute monitoring of student learning, checking for understanding, diagnostic and progress monitoring assessments, pre-assessments, and student self-assessments.
Integrated Curriculum	A series of conscious and informed strategies used to connect the content of one or more academic and CTE courses so that what is learned in one discipline is combined with and reinforced in the other discipline over an extended period of time.
Integrated Multidisciplinary Project	A high-quality integrated project brings together multiple academic and technical disciplines to create deep and meaningful learning experiences for students. Integrated projects reflect differentiated, collaborative, and individualized curriculum, and in a Linked Learning context asks students to demonstrate the skills, knowledge, and behaviors authentic to an industry sector. When working on integrated, multidisciplinary projects, students are charged with finding viable solutions to real problems, or with achieving specific individual or group outcomes, through horizontally-aligned units of instruction. These instructional units often lead students through multiple steps, assignments, and subject-specific performance tasks, and ultimately culminate in a student product or performance.
Learning Outcome	The academic knowledge, behaviors, and skills that students (or others) are expected to learn and demonstrate. Learning outcomes can be created for a specific lesson, task, or project; for a course; or for a student’s career in a pathway or school.
Pathway Team	Teachers and affiliated support staff with students in common who regularly meet to plan and implement curriculum, instruction, and assessment as well as the pathway events and other activities.

Performance Assessment	A form of assessment that requires students to perform a task rather than select an answer from a ready-made list. This activity requires students to construct a response, create a product, provide a service, or perform a demonstration. The more it reflects a situation or process used by adults in the world beyond the classroom, the more authentic it is.
Performance Task	A multi-step instructional activity design to explicitly measure student performance, typically measured by a rubric.
Portfolio	A systematic and organized collection of a student's work that exhibits direct evidence of a student's efforts, achievements, and progress toward learning outcomes over a period of time. The collection should involve the student in selecting its contents and should include information about the performance criteria, the rubric of criteria for judging merit, and evidence of student self-reflection or evaluation.
Portfolio Assessment	A portfolio becomes a portfolio assessment when (a) the assessment purpose is defined; (b) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (c) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance. Portfolios can be designed to assess student progress, effort, and/or achievement and encourage students to reflect on their learning.
Rubric	Clearly defines for the student, teacher, and others a range of performance and/or product quality for specific criteria linked to student learning outcomes. Rubrics have performance criteria, levels, and descriptors: <ul style="list-style-type: none"> ■ Performance Levels: Levels define the scale for scoring performance and/or product quality. ■ Performance Criteria/Scoring Domain: Criteria define the attributes of the performance and/or product being assessed on the rubric. ■ Performance Descriptors: Descriptors specifically define the attributes of the performance or product for each criterion at each level of quality.
Rubrics (Common)	Rubrics that are used by pathway teams, entire pathways, or entire districts are learning outcome-aligned and are used over time to measure a student's progress from a beginning/novice level toward an advanced/expert level in a skill area such as communication, collaboration, or creativity/innovation.
Site Leadership Team	Designated teachers, school site leaders, counselors, other staff, and partners who regularly meet and have responsibility for the overall management and improvement of pathways.
Student Agency	Development of skills or factors enabling students to take initiative and act with a sense of purpose to achieve goals. There are 5 non-cognitive factors associated with agency: Social Skills, Academic Behaviors, Academic Mindsets, Learning Strategies, and Academic Perseverance (CCSR, 2012). There are recognized teaching suggestions for developing agency in students: Care, Confer-the welcoming of student perspectives, captivate, consolidate – make learning coherent, clarity-clear up confusion, clarify-instructive feedback with lucid explanations, challenge, and classroom management (Fergusson, 2015). With the added lens of equity an additional factor becomes beneficial-the development of Academic Identity (Nasir, 2012) which calls on educators to support traditionally underserved students' ability to see themselves and their communities as being members of, benefactors of, and contributors to academia and intellectual society. Teachers use Relational, Ideational (perspectives, beliefs, historical and current examples, etc.), and Material resources to positively shape, bolster, and reinforce students' academic identity and goals.
Summative Assessment	A culminating assessment providing information on students' mastery of content, knowledge, or skills. It is an "assessment OF learning."

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A decorative graphic at the bottom of the page consisting of several overlapping, rounded shapes in shades of teal, blue, and purple, creating a wavy, abstract pattern.