



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.