



Certification Criteria for Linked Learning Pathways

Language Revisions – September 2011

1. PATHWAY DESIGN

The pathway is designed with a structure, governance, and program of study that provide all students with opportunities for both postsecondary and career success.

Original Language		New Language
1.1 Design Structure	1.1.1. Pathway theme: The pathway represents a broad theme that can appeal to and engage a student, regardless of his or her prior academic achievement and postsecondary aspirations. The theme has been thoughtfully selected based on the student’s interest and several other criteria, which may include teacher expertise, regional workforce needs, existence of related career and technical education (CTE) course sequences, articulation opportunities with nearby postsecondary institutions, and the interest of industry partners.	<p>Pathway theme: The pathway represents a broad theme that reflects high expectations for all students and teachers and appeals to and engages students, regardless of their prior academic achievement. The pathway theme expands, rather than narrows, postsecondary options for all students leading to a full range of postsecondary and career opportunities. The theme has been thoughtfully selected based on students’ interests as well as other criteria.</p>
		<p>** NEW CRITERION**</p> <p>1.1.2 Student learning outcomes: The pathway community of practice has established a pathway-specific set of student learning outcomes that describes what students should know and be able to do when they complete the pathway program of study. Pathway student learning outcomes align with student outcomes articulated by the district (e.g., graduate profile) and by the school (e.g., ESLRs).</p>

Original Language	New Language
<p>1.1.2. Program of study: A 3- or 4-year industry-themed pathway serves as the organizational structure for a 4-year high school program of study. By design, it links core academics with technical content at each grade level. The curriculum is sequenced and coordinated.</p>	<p>1.1.3 Program of study: A 3- or 4-year industry-themed pathway serves as the organizational structure for a 4-year high school program of study based on pathway student learning outcomes and aligned with district graduation requirements. By design, the program of study embeds the UC/CSU a-g subject area requirements and ensures that all students, regardless of their prior academic achievement, have access to them. The program of study establishes conditions for linking core academics with technical content at each grade level. Courses are sequenced and coordinated.</p>
<p>1.1.3. Student recruitment and selection: The pathway’s student recruitment and selection process is formalized and ensures open access to students who volunteer for the pathway based on their interests. Pathway demographics reflect those of the school and district.</p>	<p>1.1.4 Student recruitment, selection, and placement: The pathway’s student recruitment and selection process is formalized, ensures that students are aware of all their available options, and guarantees open access to students who make informed decisions based on their current interests and aspirations after high school. Through the recruitment process, counselors, advisors, and other pathway staff communicate that they have high expectations for all students, regardless of their prior academic achievement. Pathway demographics reflect those of the school and district.</p>
<p>1.1.4. Cohort scheduling: Pathway students participate as a cohort in the academic and technical courses that are part of the program of study to enable flexible use of class time and instructional methodologies that promote multidisciplinary projects.</p>	<p>1.1.5 Cohort scheduling: Pathway students, regardless of their prior academic achievement, participate as a cohort in the academic and technical courses that are part of the program of study. Cohort scheduling enables flexible use of class time and instructional methodologies that promote multidisciplinary projects.</p>
<p>1.1.5. Staff collaboration: School and pathway leadership nurtures a professional learning community among staff that encourages frequent and effective collaboration for program coordination, curricular integration, and resolution of student issues and concerns.</p>	<p>1.1.6 Staff collaboration: School and pathway leadership nurtures the development of a pathway community of practice among staff that encourages ongoing teacher development as well as frequent and effective collaboration for program coordination, curricular integration, and specialized attention to individual student needs.</p>

	<p>1.1.6. Pathway preparation and orientation: The pathway provides an orientation and other transition services for incoming students preferably beginning in middle school and involving parents.</p>	<p>1.1.7 Pathway preparation and orientation: The pathway provides an orientation and other transition services for incoming students and their families, preferably beginning in middle school.</p>
	<p>1.1.7. Postsecondary articulation: The pathway promotes a seamless transition to postsecondary education and training opportunities through articulation agreements, dual-enrollment, and other formal and informal activities.</p>	<p>1.1.8 Postsecondary articulation: The pathway ensures opportunities for students to make a seamless transition into postsecondary education and training opportunities through dual enrollment, articulation agreements, and other formal and informal activities.</p>
Original Language		New Language
<p>1.2 Governance</p>	<p>1.2.1. Advisory board with broad representation: An active advisory board meets regularly to set policies, develop resources, and advise the program of study. It includes representation from involved employers, students, parents, higher education and community partners, pathway staff, and district and site administrators.</p>	<p>Advisory board with broad representation: A demographically diverse advisory board meets regularly to set policies, develop resources, and provide advice on pathway student learning outcomes and the pathway’s program of study.</p>

2. ENGAGED LEARNING

In supportive learning communities, students meet technical and academic standards and college entrance requirements through real-world applications, integrated project-/problem-based instruction, authentic assessments, and work-based learning.

Original Language		New Language
<p>2.1 Standards Aligned Curriculum</p>	<p>2.1.1. Academic core: The academic curriculum is aligned to state standards and designed to lead to student mastery on standardized tests as well as on more authentic assessment measures.</p>	<p>Academic core: The academic curriculum is rigorous, aligned to state and Common Core Standards, and designed to lead to student proficiency on standardized tests as well as on more authentic assessment measures. All pathway students—regardless of their background, special education or English Language Learner designation/s, or prior academic achievement—have access to UC/CSU a-g approved curriculum.</p>

	<p>2.1.2. Technical core: The pathway includes a 3- to 4-year sequence or cluster of technical coursework aligned to state CTE and/or industry standards.</p>	<p>Technical core: The pathway includes a 3- or 4-year sequence or cluster of rigorous technical coursework that is aligned to state and/or national CTE and industry standards. All pathway students, regardless of their prior achievement, have access to all offered a-g approved technical core curriculum in the pathway.</p>
	Original Language	New Language
<p>2.2 Preparation for Postsecondary Options College and Career Readiness</p>	<p>2.2.1. Postsecondary preparatory curriculum: A pathway prepares students for success—without remediation—in California’s community colleges, universities, apprenticeships, and other postsecondary programs.</p>	<p>College readiness: The pathway prepares students for success—without remediation—in California’s community colleges, universities, apprenticeships, and other postsecondary programs.</p>
	<p>2.2.2. Technical component: A sequence or cluster of at least three or four technical courses delivers basic and advanced industry knowledge and skills. Its focus is on preparing youth for high-skill, high-wage employment by emphasizing industry-related knowledge and skills, using authentic applications that bring learning to life.</p>	<p>Career readiness: Technical courses deliver basic and advanced industry-related knowledge and transferable skills. They focus on preparing youth for high-skill, high-wage employment by using authentic applications that bring learning to life.</p>
<p>2.3 Real-World Relevance</p>	<p>2.3.1. Real-world relevance: Academic core courses deliver standards-based content through authentic, career-related applications. Pathways alter how core academic subjects are taught; they do not lower expectations about what is taught.</p>	<p>Real-world relevance: Academic and technical courses deliver rigorous standards-based content through authentic, career-related applications. Pathways alter how core academic and technical subjects are taught, but they do not lower expectations about what is taught.</p>
<p>2.4 Integrated Curriculum</p>	<p>2.4.1. Multidisciplinary integrated curriculum: Pathway students participate in multidisciplinary projects that integrate academic and technical course content.</p>	<p>Multidisciplinary integrated curriculum: Pathway students participate in multidisciplinary projects that integrate rigorous academic and technical course content.</p>
	<p>2.4.2. Curricular alignment: Teachers collaborate within and across disciplines and grade levels to provide students with a coordinated, coherent curriculum.</p>	<p>Curricular alignment: Teachers collaborate within and across disciplines and grade levels to provide students with an outcomes-driven, coordinated, coherent, and relevant curriculum.</p>

Original Language		New Language
2.5 Instruction and Assessment	2.5.1. Project-/Problem-based approach: Inquiry-based instruction enables students to experience authentic theme-based situations that require integrating knowledge and skills from several disciplines. This approach fosters the development of skills identified in Habits of Mind, Secretary’s Commission on Achieving Necessary Skills (SCANS), and 21st-Century Skills.	Project-/Problem-based approach: Pathway teachers use inquiry-based instruction to engage students in authentic theme-based experiences that require them to integrate knowledge and apply skills from several disciplines. Research-based instructional practice is evident in pathway classrooms.
	2.5.2. Authentic assessment: To complement traditional or standardized student assessments, pathway teachers design and use a variety of assessments to gain an accurate understanding of student learning. Assessments include opportunities for students to demonstrate skills through authentic applications.	Authentic assessment: Pathway teachers individually and collaboratively design and use a variety of formative and summative assessments to gain an accurate understanding of student learning. Assessments include opportunities for students to demonstrate deep content learning and the application of skills through authentic products and performances.
2.6 Work-Based Learning (WBL)	2.6.1. Coordinated, sequenced, and scaled: The pathway offers real-world learning opportunities through a 4-year coordinated and structured sequence of work-based learning (WBL) experiences that progresses in duration, intensity, and student expectations and independence. The sequence leads to an extended, intensive work-related experience such as an internship or school-based enterprise.	Coordinated, sequenced, and scaled: All pathway students participate in and have access to a continuum of high-quality, real-world learning experiences. The sequence culminates in an extended, intensive work-related experience that may occur in a workplace, in the community, at school, and/or when using virtual technology.
	2.6.2. Connected to academic and technical coursework: WBL experiences do not occur in a vacuum; they are connected to and reinforce classroom learning.	Connected to coursework: Each WBL experience is aligned to pathway student learning outcomes; helps students develop transferable, applied workplace skills; and provides opportunities for them to apply academic and technical knowledge and skills learned in the classroom.

Original Language		New Language
2.7 Support Services and Personalization Personalization and Support Services	2.7.1. Supportive atmosphere: The pathway maintains personalization through limited size, teacher teamwork, and strong teacher-student relationships.	Culture of high expectations and support: All pathway staff individually hold and collectively maintain a culture of high expectations and support for all students. Pathway staff develop and sustain personalized relationships with all students and foster strong connections between students and their peers. The pathway has processes in place for teachers, counselors, advisors, other pathway staff, and partners to quickly identify and address students' academic, personal, and social support needs.
	2.7.2. Student engagement: Pathway staff consciously and consistently work to create a culture where students are actively engaged in their learning, both in and out of the school setting.	Student motivation and engagement: Individually and collectively, pathway teachers consciously and consistently work to connect learning (both in and out of the school setting) with students' interests in order to increase their motivation and engagement. All pathway students have regular opportunities to set goals, make decisions, and reflect on learning.
	2.7.3. Differentiated instruction: Daily instruction is designed with the knowledge that students vary in their preferred method of gaining information and understanding ideas. Teachers use multiple methods of presenting course content to address each student's learning needs.	Differentiated instruction: All pathway teachers routinely design instruction that reflects the diversity of student interests, strengths, and ways of learning. They design learning activities to challenge all pathway students and use a variety of methods to teach and assess learning.
	2.7.4. Academic intervention: Pathway students performing below grade level are supported by a range of services, which may include supplemental instruction, tutoring, credit recovery, before- and/or after-school programs, and academic support programs.	Academic interventions: The pathway community of practice works together to quickly identify students who are in need of additional support and/or remediation and uses a variety of timely interventions to ensure that all pathway students achieve pathway learning outcomes. These can include a variety of proactive interventions and acceleration strategies to meet individual student needs.

Original Language	New Language
<p>2.7.5. Guidance and counseling: The pathway has a designated counselor who knows pathway students and is familiar with the unique characteristics and needs of the pathway.</p>	<p>Guidance and counseling: The pathway has a designated counselor and/or a system of guidance and advisement. The counselor and/or advisors know pathway students well and are familiar with the unique characteristics of the pathway program, thus enabling them to support the success of all pathway students.</p>
<p>2.7.6. College and career planning: Each pathway student has a multi-year college and career plan that is informed by a range of college and career planning activities, extends through high school, and guides decisions about postsecondary education, training, and career pursuits.</p>	<p>College and career planning: Each pathway student has a multi-year college and career success plan that is informed by a range of college and career planning activities, extends through high school, and guides decisions about postsecondary education, training, and career pursuits.</p>

3. SYSTEM SUPPORT

District policies and practices provide leadership, support, and resources to establish and sustain quality pathways.

Original Language	New Language
<p>3.1 District Policies</p> <p>3.1.1. Pathway choice, equity, and access: District, school, and pathway policies and procedures support pathway development, implementation, and sustainability, including allowing students to select pathway options; ensure equity in placement of students in pathways; and ensure that transportation issues do not preclude students from participating in the pathway of their choice.</p>	<p>Pathway equity, access, and choice: District, school, and pathway policies and procedures support pathway development, implementation, and sustainability. Policies and procedures allow students to select pathway options based on their current interests and future aspirations; ensure equity in the placement of students in pathways; and ensure that lack of transportation does not exclude students from participating in the pathway of their choice.</p>
<p>3.1.2. Recruitment and hiring practices: District policies and practices value the recruitment, hiring, retention, and evaluation of pathway team members, as well as the need for pathway staff stability that supports ongoing pathway maturation and sustainability.</p>	<p>Recruitment and hiring practices: District, school, and pathway policies and practices support the recruitment, selection, and retention of pathway teachers who possess the unique skills to support the pathway approach and reflect the demographics of the pathway, school, and district. District policies recognize the need for stability among pathway staff in order to support ongoing pathway improvement, fidelity, and sustainability.</p>

	Original Language	New Language
	<p>3.1.3. Accountability and autonomy: District policies hold school sites and pathways accountable for improving student outcomes and allow for site and pathway autonomy in determining the curriculum, instructional methodologies, pacing, and scheduling that will result in reaching those outcomes.</p>	<p>Accountability and autonomy: The district has achieved a healthy balance between pathway autonomy and accountability that values both as necessary to improve student learning outcomes. District policies and practices hold the pathway accountable for improving student outcomes and give the school and pathway the autonomy to determine how best to attain these outcomes.</p>
3.2 Leadership	<p>3.2.1. Support from school board and superintendent: The district Board of Education and superintendent are strong proponents of a pathways approach, publicly endorse it, offer active support, and align resources and procedures to promote pathway quality and sustainability.</p>	<p>Support from school board and superintendent: The district board of education and superintendent are strong proponents of the pathway approach, publicly endorse it, offer active support, and align resources and procedures to promote the quality and sustainability of pathways.</p>
	<p>3.2.2. Support from site leadership: The high school principal and other administrators publicly advocate for the pathway and are actively involved in its funding, facilities, staffing, scheduling, and support. Site leaders have a common understanding of, vision for, and commitment to pathways and their potential to reduce high school dropout rates, raise student achievement, increase high school completion and postsecondary transition, and boost students' earning power.</p>	<p>Support from site leadership: The high school principal and other administrators publicly advocate for the pathway and are actively involved in its funding, facilities, staffing, scheduling, partner recruitment, and other forms of support. Site leaders demonstrate a firm understanding of, vision for, and commitment to pathways and their potential to improve student learning outcomes.</p>
3.3 Professional Development	<p>3.3.1. Teacher professional development: Site and district administrators provide or help arrange training for pathway teachers in curricular integration, project-/problem-based teaching strategies, student support, and employer involvement, among other areas.</p>	<p>Teacher professional development: Site and district administrators and/or the pathway community of practice provide or coordinate ongoing training for pathway teachers.</p>
3.4 Qualified Staff	<p>3.4.1. Skilled teachers: Because a pathway's success rests on good teaching and teamwork among a cross-disciplinary group of teachers, site principals must hire and/or assign qualified and willing teachers to fulfill this role.</p>	<p>Skilled teachers: A pathway's success rests on high-quality teaching and collaboration among an interdisciplinary team of academic and technical teachers. Site principals and district leaders hire, assign, and provide ongoing professional growth opportunities for pathway teachers who are willing, skilled, and highly qualified.</p>

Original Language		New Language
3.4.2.	Teacher leader/pathway coordinator: A pathway teacher has agreed to serve as the pathway leader/coordinator who is responsible for all pathway administrative and facilitative functions. Release time is provided for this role.	Pathway leadership: District and site administrators support the selection and further development of pathway leaders who inspire and guide the pathway community of practice in improving pathway quality and student success. Release time is provided for this role.
3.5 Partnerships	3.5.1. Active employer and community partnerships: The pathway has strong partnerships with local employers, community groups, and individuals. Both through the advisory board and other interactions, there is evidence of a healthy partnership between the pathway/high school and its host community.	No revisions made.

~~4. EVALUATION AND ACCOUNTABILITY~~ DATA AND IMPACT

A systemic and systematic evaluation process documents the pathway's impact on high school achievement and postsecondary success and drives the pathway's continuous improvement plans.

Original Language		New Language
4.1 Student Data	4.1.1. Data collection and reporting: The pathway regularly collects, analyzes, and accurately reports student assessment data, including those necessary to describe pathway participants (e.g., grade level, gender, race/ethnicity), to make comparisons to the demographic data of the school and district and to report students' performance on various outcome measures.	Data collection: The pathway and/or district regularly collect student demographic data and report students' performance on a variety of outcome measures.
	4.1.2. College and career readiness data: The pathway collects, analyzes, and reports on available indicators of both college and career readiness, which may include a-g completion rates, college enrollment data, SAT data, GPAs, CST scores, CAHSEE pass rates, graduation and dropout rates, pathway completion, occupational certification, proficiency through demonstration, completion of and grades in capstone technical courses, and end-of-course exams.	Use of data: The pathway community of practice regularly analyzes individual student as well as disaggregated and aggregate pathway data and compares data on student performance across the school, district, and state. Pathway staff use data regularly to inform instructional practice and curricular decisions, improve pathway student learning outcomes, make programmatic decisions, and support students' academic success.

Original Language		New Language
4.2 Pathway Evaluation	4.2.1. Evidence of impact: Ongoing, regular analysis of pathway data is used to make programmatic decisions and inform instructional practice. Such analysis shows whether pathways retain their students and whether, and by how much, the pathway improves student performance.	Evidence of impact: Data analysis shows that the pathway retains participating students, demonstrates improvement in student performance, and eliminates opportunity and achievement gaps.
	4.2.2. Periodic review and improvement plan: Pathway staff and the advisory board regularly assess the pathway's functioning. These periodic reviews result in the development of an improvement plan, whose action items refer back to the pathway's underlying mission and goals.	Periodic review and improvement plan: Pathway staff and the advisory board regularly review data and other indicators to assess students' progress toward achieving the pathway's learning outcomes. These periodic reviews result in the development of an improvement plan and action items that are based on the pathway's data and the recommendations contained in its certification Final Report (if one already exists) and reflect the pathway's underlying mission and goals.
	4.2.3. Postsecondary tracking: Pathway staff conduct a formal follow-up of students for several years after high school graduation and use data collected for continuous improvement of the pathway.	Postsecondary tracking: Pathway staff conduct a formal follow-up of students for multiple years after high school graduation and use these data to develop a plan for continuous improvement of the pathway and student learning outcomes. There is some mechanism in place to track a significant and representative sample of pathway students in order to determine their enrollment and success in postsecondary education and careers.