



LINKED LEARNING®

Rubric

for Linked Learning Pathway Quality Review and Continuous Improvement

October 2012

This rubric was developed in collaboration with the following organizations, who agree it is comprehensive, thoughtful, and useful as a guide when certifying, assessing, and/or recognizing pathways and academies in California.



Pathway Quality Review Design Team

This rubric was created collaboratively by a team of representatives from lead organizations in the Linked Learning field, and is meant to accompany the *Criteria for Linked Learning Pathway Quality Review and Continuous Improvement*. The team developed the criteria using the National Standards of Practice for Career Academies and other guiding documents by partner organizations. Special thanks to representatives from schools and districts who contributed to the process.

Patricia Clark

Career Academy Support Network (CASN)

Charles Dayton

Career Academy Support Network (CASN)

Nancy Farnan

San Diego State University

Erin Fender

Career Academy Support Network (CASN)

Deanna Hanson

National Academy Foundation

Kathy Harris

ConnectEd: The California Center for College and Career

Gary Hoachlander

ConnectEd: The California Center for College and Career

Paula (Penni) Hudis

ConnectEd: The California Center for College and Career

John Jacobson

Long Beach Unified School District

Susan Katzman

National Career Academy Coalition

Arlene LaPlante

ConnectEd: The California Center for College and Career

Tameka McGlawn

The Education Trust West

Christy Moustiris

Elk Grove Unified School District

Janet Golinveaux Muirragui

Antioch Unified School District

Matt Perry

Sacramento City Unified School District

Brad Stam

ConnectEd: The California Center for College and Career

Roman Stearns

ConnectEd: The California Center for College and Career

Ronald Whittier

The Whittier Education Foundation

Certification Criteria

1. Pathway Design

- 1.1 Design Structure
 - 1.1.1. Pathway theme
 - 1.1.2. Student learning outcomes
 - 1.1.3. Program of study
 - 1.1.4. Student recruitment and selection
 - 1.1.5. Cohort scheduling
 - 1.1.6. Staff collaboration
 - 1.1.7. Pathway preparation and orientation
 - 1.1.8. Postsecondary articulation
- 1.2 Governance
 - 1.2.1. Advisory board with broad representation

2. Engaged Learning

- 2.1 Standards Aligned Curriculum
 - 2.1.1. Academic core
 - 2.1.2. Technical core
- 2.2 College and Career Readiness
 - 2.2.1. College readiness
 - 2.2.2. Career readiness
- 2.3 Real-World Relevance
 - 2.3.1. Real-world relevance
- 2.4 Integrated Curriculum
 - 2.4.1. Multi-disciplinary integrated curriculum
 - 2.4.2. Curricular alignment
- 2.5 Instruction and Assessment
 - 2.5.1. Project-/Problem-based approach
 - 2.5.2. Authentic assessment
- 2.6 Work-Based Learning
 - 2.6.1. Coordinated, sequenced, and scaled work-based learning (WBL)
 - 2.6.2. WBL connected to coursework
- 2.7 Personalization and Support Services
 - 2.7.1. Culture of high expectations and support
 - 2.7.2. Student motivation and engagement
 - 2.7.3. Differentiated instruction
 - 2.7.4. Academic intervention
 - 2.7.5. Guidance and counseling
 - 2.7.6. College and career planning

3. System Support

- 3.1 District Policies
 - 3.1.1. Pathway equity, access, and choice
 - 3.1.2. Recruitment and hiring practices
 - 3.1.3. Accountability and autonomy
- 3.2 Leadership
 - 3.2.1. Support from school board and superintendent
 - 3.2.2. Support from site leadership
- 3.3 Professional Development
 - 3.3.1. Teacher professional development
- 3.4 Qualified Staff
 - 3.4.1. Skilled teachers
 - 3.4.2. Pathway leadership
- 3.5 Partnerships
 - 3.5.1. Active employer and community partnerships

4. Data and Impact

- 4.1 Student Data
 - 4.1.1. Data collection
 - 4.1.2. Use of data
- 4.2 Pathway Evaluation
 - 4.2.1. Evidence of impact
 - 4.2.2. Periodic review and improvement plan
 - 4.2.3. Postsecondary tracking

Rubric

for Linked Learning Pathway Quality Review and Continuous Improvement

Purpose for Pathway Quality Review

Pathways offer a promising strategy for transforming high schools and improving student outcomes. However, to achieve these desired results, pathways must be of high quality. To guide sites in planning and implementing such pathways, a Design Team of experts developed the quality criteria outlined in this document. Pathways may choose to participate in a pathway quality review process that uses these criteria as a guide.

The criteria themselves are intended to serve multiple purposes. *For pathway team members* seeking to self-assess their overall quality and become certified, they serve as a guide to build, improve, and sustain high-quality pathways. *For others—educational leaders, industry and postsecondary partners, policymakers, and community members*—they serve to deepen understanding by describing the elements of a high-quality pathway. Although pathways may vary in their structure and delivery, it is expected that any pathway seeking certification would adhere to the Linked Learning Objective and Guiding Principles and incorporate the Core Components (see box to the right).

Uses for This Rubric

This rubric was created to help pathway teams as they work together to develop and improve a comprehensive program of study. Specifically, the rubric can serve as a tool for . . .

- **Visioning**—the pathway community of practice to gain a common understanding of what a high-quality pathway looks like;
- **Self-assessment**—the pathway community of practice to self-assess and analyze the current status and quality of its pathway ;
- **Planning**—pathway teams to identify and set priorities for areas of improvement from which to develop annual work plans; and
- **Quality Review**—external reviewers to assess program quality.

Linked Learning Objective

Pathways are intended to increase student engagement, reduce high school dropout rates, raise student achievement, increase high school completion and postsecondary transition rates, and boost students' earning power after high school. In short, they aim to transform students' high school experience and prepare them for *both* college *and* career, not just one or the other.

Guiding Principles

1. Pathways prepare students for both postsecondary education and careers.
2. Pathways lead to a full range of postsecondary and career opportunities.
3. Pathways connect academics to real-world applications.
4. Pathways improve student achievement.

Core Components

1. **A challenging academic component** prepares students for success—without remediation—in California's community colleges and universities, as well as in apprenticeships and other postsecondary programs.
2. **A demanding technical component** delivers concrete knowledge and skills through a cluster of three or more technical courses.
3. **A work-based learning component** offers opportunities for students to learn through real-world experiences.
4. **Student supports** include counseling; supplemental instruction in reading, writing, and mathematics; and other services to help students succeed in a challenging program of study.

School Name: _____

Pathway Name: _____

Objective, Guiding Principles, and Core Components

CRITERIA	CRITERIA NOT MET	CRITERIA MET	CRITERIA EXCEEDED
	Pathway <i>does not</i> adhere to the Objective and Guiding Principles and/or does not include all four Core Components.	Pathway <i>clearly</i> adheres to the Objective and Guiding Principles and includes all four Core Components.	<i>In an exemplary way</i> , the pathway adheres to the Objective and Guiding Principles and includes all four Core Components.

1. Pathway Design

1.1 Design Structure

1.1.1. Pathway theme	Pathway theme is either (1) <i>defined too narrowly</i> and, as such, does not appeal to students' interests and limits their college and/or career options or (2) is <i>not designed to accommodate the needs</i> of the full range of students regardless of their prior academic achievement and/or postsecondary aspirations.	Pathway theme is broad enough to appeal to and engage all students, regardless of their prior academic achievement and postsecondary aspirations. The theme reflects high expectations for all students and is designed to expand their postsecondary college and career options. The theme has been thoughtfully selected based on student interest and at least one other criterion.	Pathway theme is broad enough to appeal to and engage all students, regardless of their prior academic achievement and postsecondary aspirations. The theme reflects high expectations for all students and is designed to expand their postsecondary college and career options. The theme has been thoughtfully selected based on student interest and <i>several other criteria</i> , which may include teacher expertise and interest, regional workforce needs, related career and technical education (CTE) course sequences, articulation opportunities with nearby postsecondary institutions, and the interest of industry partners.
-----------------------------	---	--	---

1.1 Design Structure (Continued)

1.1.2. Student learning outcomes	Pathway community of practice has either <i>not developed and articulated</i> a pathway-specific set of student learning outcomes or <i>not aligned</i> them with school and district outcomes and/or has <i>not used</i> them to inform assessment, teaching, and learning.	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 and informs the design of authentic assessments. Pathway student learning outcomes align with student outcomes articulated by the district (e.g., graduate profile) and by the school (e.g., ESLRs) and inform the development of the pathway program of study and course and project outcomes.	Pathway community of practice, <i>with input from stakeholders</i> , has established a district- and school-aligned, 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. There is an established <i>system of authentic performance assessments</i> that measures student progress toward and attainment of pathway student learning outcomes. Student progress data from those assessments drive curricular and instructional planning, work-based learning (WBL), and student supports.
1.1.3. Program of study	Pathway consists of a program of study that (1) is <i>not coherent</i> , (2) <i>spans less than 3 years</i> , (3) includes <i>fewer than three academic courses</i> and one technical course per grade level, or (4) is <i>not sequenced and coordinated</i> . The pathway <i>does not</i> provide all students with the opportunity to meet UC/CSU a-g admissions requirements.	Pathway consists of a coherent program of study that spans <i>at least grades 10–12</i> and includes <i>at least three core academic courses and one technical course</i> (or equivalent) at each grade level. By design, courses are sequenced and coordinated and connect academic and technical course content. The pathway provides all students with the opportunity to meet UC/CSU a-g admissions requirements.	Pathway consists of a coherent <i>4-year program of study</i> that includes at least three core academic courses that are integrated with at least one technical course at each grade level. By design, the courses are sequenced and coordinated and provide the necessary structure for students to participate in work-based learning and earn postsecondary credit. The pathway provides all students with the opportunity to meet UC/CSU a-g admissions requirements.
1.1.4. Student recruitment and selection	Pathway's student recruitment and selection process (1) is <i>not</i> formalized, (2) <i>does not</i> provide open access, (3) <i>assigns students</i> , (4) yields a demographic distribution that is <i>substantially different</i> from that of the school and district, (5) or <i>does not inform students</i> of all other pathway options.	Pathway's student recruitment and selection process is formalized and ensures open access to students who, regardless of their prior academic achievement, select the pathway based on their interests and knowledge about it. Pathway demographics including, but not limited to, race/ethnicity and gender reflect those of the school and/or district.	Pathway's student recruitment and selection process is formalized and ensures open access to students who, regardless of their prior academic achievement, select the pathway based on their interests and knowledge about it. Pathway demographics including, but not limited to, race/ethnicity, gender, and <i>achievement level consistently</i> reflect those of the school and/or district.

1.1 Design Structure (Continued)

1.1.5. Cohort scheduling	Cohort scheduling is <i>not implemented</i> at a level that allows the vast majority of pathway students to participate in multidisciplinary projects.	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 and WBL experiences.	Pathway courses <i>include only</i> pathway students in order to support flexible use of class time and instructional methodologies that promote multidisciplinary projects. Enrollment in Advanced Placement, intervention classes, and/or other electives <i>does not preclude</i> students from participating fully in the pathway and its projects.
1.1.6. Staff collaboration	School and/or pathway leadership <i>does not provide conditions</i> that foster effective staff collaboration. Pathway staff (1) do not operate as a collaborative community of practice, (2) do not meet regularly, and/or (3) do not make effective use of collaboration time.	School and pathway leadership nurtures the development of a pathway community of practice among staff, and the schedule provides at least weekly collaboration time for the analysis of student work and data, assessment design, instructional planning, curricular integration, program coordination, and individualized attention to student needs. The collaboration focuses on improving student outcomes.	School and pathway leadership nurtures the development of a pathway community of practice among staff. The schedule provides <i>multiple opportunities</i> for staff collaboration each week, and that time is used for the analysis of student work and data, assessment design, instructional planning, curricular integration, program coordination, and individualized attention to student needs. <i>The quality of the collaboration directly and positively impacts student outcomes.</i>
1.1.7. Pathway preparation and orientation	Students enter into a pathway with <i>little or no</i> orientation or transition services.	Pathway provides an orientation and other transition services for incoming students, preferably beginning in middle school and involving families.	Students and families are informed about pathway options in middle school, and there is <i>a sequence of activities</i> that includes orientation and transition services to ensure appropriate pathway selection, preparation, and smooth entry into the pathway.
1.1.8. Postsecondary articulation	Pathway may have connections with local postsecondary institutions, but formal agreements are either <i>limited</i> or <i>do not exist</i> .	Pathway promotes a seamless transition at least to local community college(s) through articulation agreements and dual-enrollment opportunities. Articulation agreements with other institutions are in progress or already in place.	Pathway assures a seamless transition to <i>multiple</i> postsecondary education and training options through existing articulation agreements and dual-enrollment opportunities.

1.2 Governance			
1.2.1. Advisory board with broad representation	An advisory board may exist, but (1) is not active, (2) meets infrequently, (3) does not serve in an advisory capacity, (4) includes limited stakeholders, or (5) is not demographically diverse.	An active advisory board meets at least quarterly to set policies, develop resources, and advise the program of study. It includes demographically diverse representation from stakeholder groups, including employers, educators, and community partners.	An active advisory board meets at least <i>bi-monthly</i> to set policies, develop resources, and advise the program of study. It includes demographically diverse representation from involved employers, <i>students, families, higher education</i> and community partners, pathway staff, and <i>district and site administrators</i> .

2. Engaged Learning

2.1 Standards Aligned Curriculum			
2.1.1. Academic core	The academic curriculum is <i>not sufficiently aligned</i> to state and Common Core Standards, and it <i>does not lead</i> to student proficiency on standardized tests and authentic assessment measures. The pathway <i>does not ensure</i> that all students have access to courses that meet UC/CSU a-g admissions requirements.	The academic curriculum is rigorous, aligned to state and Common Core Standards, and designed to lead to student proficiency on standardized tests and some authentic assessment measures. The pathway ensures that all students have access to courses that meet UC/CSU a-g admissions requirements.	The academic curriculum is rigorous, aligned to state and Common Core Standards, and <i>leads</i> to student proficiency on standardized tests and a <i>diverse and robust array</i> of authentic assessment measures. The pathway ensures that all students have access to courses that meet UC/CSU a-g admissions requirements.
2.1.2. Technical core	The technical courses either (1) are limited to <i>fewer than three</i> courses or (2) are <i>not aligned</i> to state or national CTE or industry standards. The pathway does not ensure that all students have access to courses that meet UC/CSU a-g admissions requirements.	A sequence or cluster of three or more rigorous technical courses (or their equivalent) is aligned to state or national CTE standards and/or industry standards. The pathway ensures that all students have access to courses that meet UC/CSU a-g admissions requirements.	A sequence or cluster of <i>six or more</i> rigorous technical courses is aligned to state or national CTE standards and/or industry standards. <i>Multiple sequences offer specialization options for students</i> . The pathway ensures that all students have access to courses that meet UC/CSU a-g admissions requirements.
2.2 College and Career Readiness			
2.2.1. College readiness	Pathway <i>does not adequately</i> prepare students for success—without remediation—in California’s community colleges, universities, apprenticeships, and other postsecondary programs.	Pathway prepares students for success—without remediation—in California’s community colleges, universities, apprenticeships, and other postsecondary programs.	<i>As evidenced by several years of data</i> , the pathway prepares students for success—without remediation—in California’s community colleges, universities, apprenticeships, and other postsecondary programs.

2.2 College and Career Readiness (Continued)			
2.2.2. Career readiness	A sequence or cluster of technical courses (1) consists of <i>fewer than</i> three courses, (2) delivers basic or advanced industry knowledge and skills, but <i>not both</i> , (3) does <i>not adequately</i> emphasize industry-related knowledge and skills, or (4) <i>does not</i> use authentic applications.	A sequence or cluster of three or more technical courses leads to proficiency in basic and advanced industry knowledge and skills. The focus is on preparing youth for high-skill, high-wage employment by emphasizing industry-related knowledge and skills and by using authentic applications that demonstrate proficiency in those skills.	A sequence or cluster of <i>six or more</i> technical courses leads to proficiency in basic and advanced industry knowledge and skills. The focus is on preparing youth for high-skill, high-wage employment by emphasizing industry-related knowledge and skills and by using authentic applications that demonstrate proficiency in those skills.
2.3 Real-World Relevance			
2.3.1. Real-world relevance	Attempts at delivering academic and technical courses using authentic applications either <i>lack authenticity</i> or <i>lower expectations</i> for students.	Academic and technical courses deliver rigorous, standards-based content through authentic, career- or industry-related applications. Pathways alter <i>how</i> academic and technical subjects are taught; they do not lower expectations about <i>what</i> is taught.	Academic and technical courses deliver rigorous, standards-based content through <i>complex</i> authentic, career- or industry-related applications. <i>Students interact regularly with industry partners. Student assessment incorporates both academic and industry standards.</i>
2.4 Integrated Curriculum			
2.4.1. Multi-disciplinary integrated curriculum	Multidisciplinary projects are <i>infrequent</i> , include <i>few</i> disciplines, or are <i>brief</i> (i.e., they last only a few days).	At least two multiweek, multidisciplinary projects per year integrate rigorous academic and technical course content. There is a clear, ongoing process for project planning and revision.	<i>Two or more multiweek</i> , multidisciplinary projects per year integrate rigorous academic and technical curricula. Projects show clear evolution over time <i>based on reflection and evidence of student learning.</i>
2.4.2. Curricular alignment	There is relatively <i>little curricular alignment</i> across disciplines and/or grade levels.	Teachers collaborate within and across disciplines and grade levels to create a horizontally and vertically aligned, relevant, and outcomes-driven curriculum that is coherent and coordinated.	Teachers <i>use formalized processes and structures</i> to collaborate within and across disciplines and grade levels to provide students with an outcomes-driven, <i>highly</i> coordinated, coherent, and relevant curriculum.

2.5 Instruction and Assessment			
2.5.1. Project- /Problem-based approach	Use of inquiry-based projects is <i>not yet common practice</i> among pathway teachers.	Pathway teachers use at least two multi-week inquiry-based projects to engage students in authentic theme-based experiences that require them to integrate knowledge and apply skills from several disciplines. Pathway teachers consistently use research-based instructional practices in their classrooms.	Inquiry-based projects are <i>the primary organizing principle and instructional practice</i> in the pathway so that students consistently participate in authentic theme-based experiences that are integrated and multidisciplinary. Pathway teachers consistently use research-based instructional practices in their classrooms.
2.5.2. Authentic assessment	Pathway teachers primarily use traditional or standardized assessments to measure student success, and there is <i>little evidence</i> that they use authentic, formative, and summative assessments.	Individually and collectively, pathway teachers periodically design and use a variety of formative and summative assessments aligned to student learning outcomes to gain an accurate understanding of student learning. Assessments include opportunities for students to apply deep content learning and skills through authentic products and performances.	Pathway has designed and uses <i>a system of authentic assessments</i> through which students demonstrate progress toward and attainment of pathway student learning outcomes. Individually and collectively, pathway teachers <i>regularly</i> design and use a variety of formative and summative assessments to gain an accurate understanding of student learning and inform their instruction.
2.6 Work-Based Learning			
2.6.1. Coordinated, sequenced, and scaled work- based learning (WBL)	<i>Some but not all</i> pathway students participate in and have access to WBL experiences.	All pathway students, regardless of prior academic achievement and behavior, 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.	<i>A systemic, coordinated approach</i> ensures that all pathway students, regardless of prior academic achievement and behavior, participate in a <i>4-year sequence</i> of high-quality, real-world learning experiences that culminates in an extended, intensive work-related experience. This may occur in a workplace, in the community, at school, and/or when using virtual technology.
2.6.2. WBL connected to coursework	<i>Pathway does not</i> make connections between WBL experiences and classroom learning or WBL experiences are not aligned with pathway student learning outcomes.	WBL experiences are aligned with pathway student learning outcomes and provide opportunities for students to apply academic and technical knowledge and skills learned in the classroom.	<i>In an intentional and structured way</i> , WBL experiences are aligned with pathway student learning outcomes, are regularly integrated into academic and technical coursework, and reinforce academic and technical knowledge and skills learned in the classroom.

2.7 Personalization and Support Services

2.7.1. Culture of high expectations and support	There is <i>insufficient evidence</i> that <ul style="list-style-type: none">• all pathway staff hold high expectations for all students;• pathway staff have developed and sustained personalized relationships <i>with all students</i>;• pathway sufficiently fosters strong connections between students and their peers; and/or• 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.	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.	<i>By design</i> , all pathway staff and students individually hold, and collectively maintain, a culture of high expectations and support for all students. <i>This culture is readily apparent in all aspects of the pathway.</i> 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. <i>Students feel supported, empowered as leaders, highly valued, and part of a family.</i>
2.7.2. Student motivation and engagement	<i>Some but not all</i> pathway teachers have succeeded in motivating students by connecting learning with their interests. <i>Some</i> pathway students are actively engaged, but there is <i>not yet a culture</i> of active engagement. Pathway students have <i>infrequent or inconsistent</i> opportunities to set goals, make decisions, and reflect on learning.	Individually and collectively, pathway teachers consciously and consistently connect learning with students' interests in order to increase their motivation and engagement. The pathway has a culture of active engagement, and all pathway students have regular opportunities to set goals, make decisions, and reflect on learning.	<i>A systemic, coordinated approach</i> ensures that the pathway community of practice connects learning, <i>both in and out of the school setting</i> , with students' interests in order to increase their motivation and engagement. The pathway has a culture of active engagement, and all pathway students <i>frequently</i> set goals, make decisions, and reflect on learning.
2.7.3. Differentiated instruction	Daily instruction may be differentiated by <i>some</i> teachers <i>some of the time</i> , but doing so is based on individual teacher training and inclination, rather than on pathway staff collaboration and coordination.	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.	<i>Through a collaborative and formalized process</i> , all pathway teachers routinely differentiate instruction to address the diversity of student interests, strengths, and ways of learning and to ensure that students meet learning outcomes. <i>All pathway teachers regularly</i> design learning activities to challenge all pathway students and use a variety of methods to teach and assess learning.

2.7 Personalization and Support Services (Continued)

2.7.4. Academic intervention

Academic interventions are emerging and serve the needs of *some* students, but more must be done to quickly identify and address a range of student needs and to align effective supports with the pathway's student learning outcomes.

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.

Pathway community of practice has established a *coordinated and systemic* approach to quickly identify students who are in need of additional support, remediation, and/or acceleration. Pathways provide a range of student supports that are embedded within the pathway and connected to the pathway's theme. *Evidence has demonstrated that these proactive interventions and acceleration strategies have yielded substantial gains in student achievement and progress toward meeting student learning outcomes.*

2.7.5. Guidance and counseling

Pathway students are served by counselor(s) and/or other staff and advisors, but the support may be *inequitable, inconsistent, or insufficient* to meet the unique needs of the pathway and its students.

Pathway has a designated counselor and/or system of guidance and advisement. The counselor and/or advisors are active participants in the pathway community of practice, 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.

Pathway community of practice takes responsibility for implementing an effective system of guidance and advisement. The pathway's counselor and/or advisors are unique resources who know the pathway program and its students well. *Evidence has demonstrated* that this system of guidance and advisement has contributed to improved student achievement and progress toward meeting student learning outcomes.

The counselors and/or advisors that make up the system of guidance and advisement ensure the equitable recruitment and placement of students; coordinated interventions; and student scheduling that ensures access to pathway courses, WBL, and student supports.

2.7 Personalization and Support Services (Continued)

2.7.6. College and career planning

Pathway students participate in *some* college and career readiness activities, but they are *neither coordinated nor intentionally designed* to inform a comprehensive college and career planning or transition process.

Each pathway student has and regularly reviews a multiyear college and career success plan that is informed by a coordinated and sequenced set of college and career planning activities, extends through high school, and guides decisions about postsecondary education, training, and career pursuits. Students are empowered to make informed decisions, execute their plans, and successfully navigate their transition to postsecondary options. College and career success plans may include courses, WBL opportunities, extracurricular activities, employment, and progress toward meeting UC/CSU a-g subject area requirements,

With necessary support from the pathway community of practice and/or other stakeholders, each pathway student is empowered to assume responsibility for developing and executing his or her *individualized, multiyear college and career success plan* that establishes a through-line from middle school career exploration activities to postsecondary degree attainment and career pursuits. Students set meaningful and achievable goals and develop and implement action plans. *At least once each semester*, students review their progress with their families and advisors. This review informs goal revision; course selection; involvement in WBL opportunities, extracurricular activities, and employment; and progress toward meeting UC/CSU a-g subject area requirements.

3. System Support

3.1 District Policies

3.1.1. Pathway equity, access, and choice

District, school, and pathway policies and procedures that support equity, access, and choice may be in development, but they *do not yet allow* students to select pathway options based on their current interests and future aspirations.

District, school, and pathway policies and procedures support equity, access, and choice in 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.

Evidence confirms that district, school, and pathway policies and procedures ensure equity, access, and choice in pathway development, implementation, and sustainability. *Data demonstrate* that district, school, and pathway policies result in the enrollment of students in a pathway of their choice. District, school, and pathway have established a *continuous improvement process* that analyzes indicators of equity, access, and choice and makes appropriate adjustments to policies and procedures.

3.1 District Policies (Continued)			
3.1.2. Recruitment and hiring practices	District, school, and pathway policies and practices may result in the recruitment, selection, and retention of pathway teachers <i>without adequate consideration</i> of unique pathway staffing needs.	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, or district. District policies recognize the need for stability among pathway staff to support ongoing pathway improvement, fidelity, and sustainability.	District, school, and pathway policies and practices <i>ensure</i> the recruitment, selection, and retention of pathway teachers who possess the unique skills to support the pathway approach; reflect the demographics of the pathway, school, or district; and provide stability of the pathway team to ensure ongoing pathway improvement, fidelity, and sustainability.
3.1.3. Accountability and autonomy	District policies <i>hold school sites and pathways accountable</i> for improving student outcomes and, in doing so, may <i>mandate</i> certain curriculum, instructional methodologies, pacing, and scheduling <i>that may not be consistent with or supportive of a pathways approach</i> .	The district is striving toward 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 allow for some degree of school and pathway autonomy to determine how best to attain these outcomes.	The district has <i>achieved</i> a healthy balance between pathway autonomy and accountability that values both as necessary to improve student learning outcomes. District policies <i>hold pathways accountable</i> for improving student outcomes and allow <i>substantial</i> school and pathway autonomy in determining the curriculum, instructional methodologies, pacing, scheduling, and funding decisions that will result in reaching those outcomes.
3.2 Leadership			
3.2.1. Support from school board and superintendent	District leaders <i>may support</i> pathways and <i>protect</i> their current level of functioning, but <i>they do not align</i> resources, policies, and procedures to promote pathway quality and sustainability.	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.	<i>The district strategic plan identifies Linked Learning as the primary strategy for improving secondary education.</i> The district board of education and superintendent are <i>champions</i> of the pathway approach; publicly <i>promote</i> it; and recruit community, civic, higher education, and business leaders to also serve as champions and align their strategic plans and resources in support of pathway quality and sustainability.

3.2 Leadership (Continued)

3.2.2. Support from site leadership	The high school principal and other school administrators may have a <i>limited understanding of and commitment to</i> pathways. They might be <i>willing to support</i> pathway funding, facilities, staffing, and scheduling <i>when these efforts do not conflict with other site priorities</i> .	The high school principals and other administrators demonstrate a firm understanding of, vision for, and commitment to pathways and their potential to improve student learning outcomes. Site leaders publicly advocate for the pathway and are actively involved in its funding, facilities, staffing, scheduling, partner recruitment, and other forms of support.	Site leaders <i>articulate a clear vision</i> for and commitment to pathways and their potential to improve student learning outcomes. The high school principal and other administrators <i>are champions for</i> the pathway and <i>lead efforts</i> to ensure funding, facilities, staffing, scheduling, and overall support for the pathway.
--	---	---	--

3.3 Professional Development

3.3.1. Teacher professional development	The district requires participation in professional development activities that <i>are not consistent</i> with the needs of pathway teachers and <i>may limit teacher participation</i> in professional development that is better aligned with the needs of the pathway community of practice.	Site and district administrators and/or the pathway community of practice provide or coordinate ongoing training for pathway teachers that is aligned with identified needs and an analysis of student progress toward student learning outcomes. Support may be demonstrated by allocating resources, granting release time, and promoting a team approach.	Pathway, site, and district leadership participate in a <i>coordinated, systemic process</i> by which the <i>pathway community of practice develops a pathway-specific professional development plan</i> based on identified needs and designed to improve student progress toward student learning outcomes. The professional development plan is aligned with the district's strategic plan, and the district allocates adequate resources to implement it.
--	---	--	---

3.4 Qualified Staff

3.4.1. Skilled teachers	The site principal and district leaders may acknowledge that pathway teachers must possess a unique set of skills and proficiencies; set priorities for assigning, hiring, and retaining them; or provide professional growth opportunities. However, <i>their efforts are not sufficient</i> to retain a team of pathway teachers who are willing, skilled, and highly qualified.	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, provide ongoing professional growth opportunities, and retain a team of pathway teachers who are willing, skilled, and highly qualified.	With support from district leadership, the site principal works <i>collaboratively with pathway teacher leaders to actively recruit and hire uniquely qualified pathway staff</i> who possess a unique set of skills and proficiencies. <i>Policies and/or practices are in place to keep the pathway team of teachers together</i> to promote pathway quality and sustainability.
--------------------------------	--	--	--

3.4 Qualified Staff (Continued)			
3.4.2. Pathway leadership	District and site administrators <i>do not adequately</i> support selection and development of pathway leaders to improve pathway quality and student success. Release time <i>may not be sufficient</i> .	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 as needed.	District and site administrators <i>work collaboratively with the pathway community of practice</i> to support a coordinator who maintains a <i>distributed leadership model</i> with clearly defined roles and responsibilities. Pathway leaders inspire and guide their team to improve pathway quality and student success. Release time is provided as needed.
3.5 Partnerships			
3.5.1. Active employer and community partnerships	Pathway may have partnerships with local employers, community groups, and individuals, but they may <i>serve relatively few</i> pathway students or be involved only in <i>limited capacities</i> .	Pathway has strong partnerships with local employers, community groups, and individuals. These partners are actively involved in the pathway in a variety of capacities that may include participation on the advisory board, curriculum development, assessment of student work, work-based learning, or student supports. Both through the advisory board and other roles, there is evidence of effective partnerships between the pathway and its host community.	Pathway has strong and <i>formalized</i> partnerships with local employers, community groups, and individuals. <i>These partners voluntarily share responsibility for program effectiveness and accountability for student outcomes. The pathway has implemented a system to manage its partnerships in a way that matches the strengths and interests of partners with the needs of the pathway and its students.</i> As an outcome of the system, these partners are actively involved in the pathway in a variety of capacities that include participation on the advisory board, curriculum development, assessment of student work, WBL, and student supports.

4. Data and Impact

4.1 Student Data			
4.1.1. Data collection	Pathway's data collection efforts may <i>not consistently, sufficiently, or accurately</i> describe pathway participants and their performance.	Pathway and/or district regularly collect and accurately report pathway student demographic and performance data.	Pathway has a <i>comprehensive system</i> in place to regularly collect and accurately report pathway student demographic and performance data. <i>The system defines data elements and validates data quality. These data are readily available to members of the pathway community of practice, who are well trained and able to generate standard and customized reports.</i>

4.1 Student Data (Continued)

4.1.2. Use of data	Pathway community of practice <i>does not use data consistently or effectively</i> to inform instructional and curriculum planning, make programmatic decisions, and support students' academic success.	Pathway community of practice regularly analyzes evidence of individual student learning and progress from multiple assessment sources. The analysis also includes aggregate and disaggregated pathway data and compares them with data on student performance across the school, district, and state. Pathway staff use data regularly to inform instructional and curricular planning, make programmatic decisions, support students' academic success, and ultimately improve pathway student outcomes.	Pathway community of practice has established a <i>system</i> to analyze evidence of individual student learning and progress from multiple assessment sources. The analysis also includes aggregate and disaggregated pathway data and compares them with data on student performance across the school, district, and state. Pathway staff regularly <i>and systematically</i> use data to inform instructional and curricular planning, make programmatic decisions, support students' academic success, and ultimately improve pathway student outcomes.
---------------------------	--	--	--

4.2 Pathway Evaluation

4.2.1. Evidence of impact	Data analysis shows that the pathway retains <i>some</i> but not a vast majority of its students, demonstrates improvement on <i>some</i> but not all performance indicators, and <i>struggles</i> with reducing opportunity and achievement gaps.	Data analysis shows that the pathway retains participating students, demonstrates year-to-year improvement in most if not all student performance indicators, and eliminates opportunity and achievement gaps.	Data analysis shows that the pathway retains participating students at a <i>significantly higher rate</i> than the school and district, demonstrates <i>substantial</i> growth in <i>all</i> student performance indicators <i>over several years</i> , and has <i>substantially or completely eliminated</i> any opportunity and achievement gaps.
----------------------------------	--	--	---

4.2 Pathway Evaluation (Continued)

4.2.2. Periodic review and improvement plan

Pathway community of practice may review data and other indicators to assess pathway quality, but the *review may not be conducted in collaboration with the advisory board, be regular or systematic, or result in the development of an improvement plan.*

Pathway community of practice and its advisory board regularly review data and other indicators to assess pathway quality and students' progress toward achieving the pathway student learning outcomes. These periodic reviews result in the development of an improvement plan and action items that are based on the pathway's data, progress toward achieving student learning outcomes, and the recommendations contained in its certification Final Report (if one already exists). The pathway improvement plan and action items reflect the pathway's underlying mission and goals.

Pathway community of practice and its advisory board *have established a system and process for monitoring* and assessing pathway quality and students' progress toward achieving the pathway student learning outcomes. These *quarterly* reviews result in the *refinement* of an improvement plan and action items that are based on the pathway's data, progress toward achieving student learning outcomes, and the recommendations contained in its certification Final Report (if one already exists). The pathway improvement plan and action items reflect the pathway's underlying mission and goals.

4.2.3. Postsecondary tracking

Pathway staff may follow up with students beyond high school, but those efforts are *anecdotal, informal, inconsistent, nonrepresentative or are not used to inform pathway improvement.*

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 its student outcomes. There is some mechanism in place to track a significant and representative sample of pathway students to determine their enrollment and success in postsecondary education and careers.

Pathway or district staff have *formalized a system and process* to track pathway students for multiple years after high school graduation. The *system ensures that a statistically significant and representative sample of pathway students is tracked* to determine their *enrollment, persistence, and completion* of postsecondary education as well as their career success. The tracking data are used to inform continuous improvement of the pathway and its student outcomes.
