

NOTES FROM CHALK TALK ACTIVITY IN PATHWAYS LEADS SESSION ON ASPECTS OF PATHWAY DESIGN

Participants engaged in a silent dialogue using markers to share ideas.

(NOTE: In addition, chalk talk posters which featured key pathway design elements, there was also a poster related to ACCOUNTABILITY AND AUTONOMY and another on EQUITY. The ideas, queries, barriers, and solutions generated are almost entirely from pathway leads.)

COHORT SCHEDULING

Most pathway classes are "pure" to enable flexible use of class time and instructional methodologies that promote interdisciplinary curriculum

- speak up/assign the non-academy students to a group w/academy students so that the academy students help with the non-academy students
 - and work with counselors and administrators to obtain purity
 - What happens when they aren't pure?
- Try to ensure that at least 1 CTE & 1 core (usually English or social science) are pure until you are able to obtain 100% - purity.
 - Unless a CPA ⇒ students in 10 - 11 must have 3 core and 1 tech
Seniors may have 1 core (pure) and 1 tech
- Counselors and non-pathway teachers & admin. need to make the paradigm shift from a departmental-based schedule to one that supports pathways.
- Pure classes are paramount to the success of an academy. This WILL make master scheduling take longer...must involve ALL stakeholders
 - *See free, downloadable Scheduling Guide for Academies and Smaller Learning Communities on the CASN website*
<http://casn.berkeley.edu>
- Flexibility and Master Schedule important
- How to handle common prep/cohort time when members are coaching, have commitments with clubs and other activities
- This is very difficult in science and math since students are ability grouped and not by grade levels
 - Why are students ability-grouped in science?
 - What are schools doing to accelerate students who are behind in math (or English or other subjects)
- Students who want to take AP courses fall outside of CPA guidelines --- makes scheduling and teacher load difficult

CONNECT ACADEMICS TO REAL WORLD APPLICATIONS

Pathways integrate challenging academics with demanding technical curriculum. Students master high-level academics through applications of knowledge in real-world context.

- Showcase students! Real world projects at Back-to-School Night and/or Open House.
- How do we get colleagues to think/learn beyond text?
- Critical that we do this with kids
- Quad D. Daggett. Check him out.
- Use of technology is a plus, along with connections to industry speakers/professionals in the actual workplace. Hands-on activities great.
- How can we get technical care classes to be authorized as UC approved a-g?
- Client-focused student work
- Project-Based Learning: Health care projects
- What resources can we tap into the support development of applications?
- How do you train/orient your business partners?
 - Invite them to judge student work
 - Get on their next management agenda and present
 - Have an easy, "friendly" handout or pamphlet to hand out
 - *Works very well!*
- Integrated projects with specific pathways require lots of planning! We brainstorm as many as possible and plan to settle on 3. This keeps it realistic.

FOCUS ON COLLEGE & CAREER

Pathways are designed to prepare students for college and career not just one or the other.

- Really define college broadly or just don't use the word. Not everyone will go to a traditional college.... "life long learner"
- What about knowledge for knowledge's sake? Isn't an educated citizen the goal of a democratic society?
- Field trips to technical schools or companies in the media industry
- Even if students choose to enter a different field, they will still be prepared to enter college/career because of the knowledge, skills and abilities they have learned that transfer
 - Work-based skill lead to success in both college and careers
- Realize most students will need an "entry level" job hopefully w/ great skills as they work during college - great if in field of interest
 - Those "entry level" jobs unspecialized....should there be a uniform office skills curriculum?

- NAF has a great list given to the recent summer conference in Phoenix
- There are some serious specialized skills people need for entry level work in many industries. High lexile reading from technical manuals.
- Cultural & family expectations keep some students from leaving our community for bigger colleges/universities so we support decisions to attend the local community college or technical school we are trying to articulate.
- See College Tools for Schools. Has resources related to both college and career preparation. Excellent list of college and career related websites. <http://collegetools.berkeley.edu>

HIGH EXPECTATIONS FOR ALL STUDENTS (combined with high caring and high support)

- Expect students to present, produce, perform
- Rigor - not rigor mortise! Let's get kids doing adult work - that is much higher than U.C. a-g.
- Must be transparent. What about all of the adults? Who is all? What is higher?
- Site/District Admin needs to support, not undermine, the maintenance of high expectations.
- Interviewing students for acceptance into academy demonstrates high expectations.
- Students are good at what they do! Students are professional! They learn everyday!
Students will achieve industry certifications!
 - *Easy sound bits, but anecdotal evidence suggests otherwise.*
- Parents also must have/help with "high expectations!"
- Students will achieve industry certifications!
- What about at risk kids. They come in with a GPA of 0.8 ???
- How do you find ongoing support for ELL and resource students? How do you fit it into their full schedule?

PARENT INVOLVEMENT

Pathway staff makes ongoing effort to involve parents/guardians as active partners in their students' education and in pathway governance and events.

- How are you using parents who have lots of connections in the community? Do you know who they are?

- We only have a small number of parents who get involved although there are plenty of opportunities for parents to participate. How can we get *more* parents involved?
- Our community does *not* have PTAs at the high school. We have tried and can't get more than a couple of parents. Need ideas. We are a very economically challenged, and language-challenged area.
 - Do you connect up with parents in middle school PTAs to keep them involved as their kids enter high school?
- We plan to visit homes (no number yet) before school starts (in the surrounding blocks). Two or more teachers. We may bring a pizza to 'break bread' and just talk to introduce ourselves.
- I think the secret to this is good projects resulting in exhibitions that we invite parents to attend
- Many parents are involved and act as guest speakers. They also want to incorporate "community" projects into classes.
- Do you connect to the faith communities?
- We have such a "language barrier" at our school; parent involvement ranges from very limited to non-existent. I would *love* more parents to be involved.
 - I agree.... How do we engage them?
- We have same, 10% parental involvement
 - Create an "Academy PTA"

PATHWAY ADVISORY BOARD

Broad-based representation; meets regularly; sets policies, advises on program of study, develops resources

- Critical! Must do more than eat cookies and drink punch and then bless what we do. Must be more than once a year.
- What is required from the CPA Grant? Pathway Grant? Is there a difference?
- What kinds of activities do you have your advisory boards engage in?
- Have clear goals and objectives for advisory board members to KEEP their buy-in. e.g., job shadowing opportunities, guest speakers, scholarship review, etc.
- Offer to "sit on" (volunteer) on industry advisory boards so you have a 2-way commitment and help each other
- Be crystal clear on the resources you want Advisory Board members to help obtain - including #s
- Each CPA has its own board
- Help from district to build
- Small 5-7 members

- Parent, industry rep., post-secondary students, teacher
 - *NOTE: There are some excellent Pathway and/or Academy Advisory Boards which have a dozen or more members who are very engaged.*
- Funding
- What are advisory boards going to do?
 - Provide mentorships ✓✓
 - Provide internships ✓✓
 - Help with fund raising
- Having student and parent representation on Advisory Board
- Discussion group recommended five to seven advisory board members

PATHWAY COHERENCE

Pathway design intentionally creates connections and builds relationships on many levels; Students experience pathway as coherent and comprehensive.

- Theme must be throughout each class
- * Use of structures and processes inherent in theme can help with design of pathway sequence
- A "pure" schedule facilitates this happening
- What if pathways overlap with each other? (i.e., business and media)

- Personal connections help build trust/relationships
- Please address strands within a pathway. How can students experience more than one??
- Signature assignments at every level to go into a portfolio that demonstrates KEY essential work-readiness skills
 - And college-readiness knowledge and skills, habits of mind, etc.

PATHWAY INSTRUCTION AND ASSESSMENT

Pathway teachers utilize problem- and project-based approaches as well as other inquiry methodologies; All pathway students are expected to demonstrate mastery on both standardized tests and more authentic assessments.

- Funding for summer work for teachers to build/plan units
- Are there support services or \$ to help teachers learn project-based methods?
- What resources are out there for great projects teachers have done/developed?
- We have at least 2 project-based, integrated projects per grade level per year. Our academic teachers have more trouble with this because of pacing charts.

- Amen.
- Adjust pacing guide. Re-establish power standards.
- District must buy in and support straying from pacing guides especially w/assessments.
 - DISTRICT SUPPORT!
 - LACOE IPA's
- ConnectEd has biomedical integrated units on their website available to all.
- Visit sdccte.org

PATHWAY PROGRAM OF STUDY

Pathway consists of 4-year program of study that includes core academic courses and at least one technical course at each grade level. Curriculum is sequenced and coordinated; provides accelerated postsecondary transitions and appropriate industry certification, when available

- Key starting point
- How much does this cost? Is there a source of funding that includes all the needs to offer four years of technical education classes. (Typically CTE classrooms are substantially more expensive to implement and maintain)
 - In addition, typically ROP only offers CTE courses for 11th and 12th graders.
- This is a stumbling block due to constraints. i.e., traditional six period day, double intervention/remediation classes mandated.
 - One leader teacher in a path....are they supposed to teach four levels, preps, daily!
- The current "thought" at my school is that freshmen are too young to decide on a pathway. The "thought" is that they need a year of exploration before a decision can be made.
 - Disagree. 9th graders are at risk of dropping out. We need to have them with the theme/multiple pathway.
 - This is true IF the middle schools are not aware of and informing their students from the beginning that this is a choice they will need to be making.

There needs to be a top down alignment of multiple pathways thinking among staff at all levels, not just high school.

 - Students can only become experts in something with substantial support, including grade 9.
- In the design of master schedule, teacher and facility placement and marketing to parents and students.
- The program would have to be relevant to skills that the students would need in the "real-world."

- A-G and course sequence \Rightarrow How can these co-exist better?
- Why no remediation?
 - Remediation seems like a waste of time. The students need to be motivated and then there would not be a need for remediation. In addition, remediation implies covering the same material again, which could be counter-productive.
- Does remediation equal intervention?
 - Yes! They are skill students (kids)
- Can look for support thru local universities e.g. mentors, tutors
- Debate: Pros and Cons
- Technical

PATHWAY SIZE

Sufficiently small...to facilitate...development of a personalized, supportive learning environment...and yet large enough to support scheduling needs.

Pathway enrolls between 300 - 500 students. If pathway enrolls fewer students, then staff has adequately addressed scheduling needs (i.e., offering full range of academic and technical courses, maintaining pure classes, ensuring cohort scheduling, etc.)

- Big enough for purity of classes. Small enough to know every student.
- Variables affecting size are also size of school, number of teachers certified in necessary subjects
- Not always under our control!
- We do it with 125 kids. How can I personally know 300 - 500 students?
- How do CPA requirements connect with pathway needs.
 - Pathway: 300 \Rightarrow 500 vs. CPA: 90 \Rightarrow 120
 - 9 \Rightarrow 12 vs. 10 \Rightarrow 12
 - A.P. included No A.P.
 - There is nothing in the law governing California Partnership Academies that precludes the inclusion of A.P. classes.
 - There are existing Academies which include A.P.
- We will have 600 students grade 9 to 12 @ our Medical High School. It will be difficult to know students and keep resources going (student support)
- California Partnership Academies support 180 - 200 students. 300 - 500 seems too large.
300 - 500 9 - 12?
CPAs are 10 - 12 \Rightarrow 300 way too big for current funding levels
500 ??

- You only need to qualify 90 students for funding. Ideal 90 - 500

ConnectEd 300-500; CPA - 90 - 120

- 500 seems huge. How do we personalize?
 - Maybe loop students with core academic teachers. Same team of teachers has students for 9th and 10th. Another team of teachers loops with students for 11th and 12th. This would allow teachers to know their students well and to personalize learning effectively.

POSTSECONDARY ARTICULATION

Pathway promotes seamless transition to postsecondary education and training options; pathway includes articulation agreements, dual enrollment, etc.

- Difficult to do in the medical field because of laws and criteria
- Our medical terminology class has articulation agreement with local junior college campus
- SB70 established discipline work groups to simply template (articulation) in every field as early as 2008. Most are already in place!
- How can we begin post-secondary articulation?
- If, students in high school get college credit for course, need to have periodic reminders to obtain their college transcripts
- Postsecondary schools need to step up in mass to make this work. What funding helps them do this.
- Difficult because of limited existing professional institutions in area
- Universities also have ways for students to receive credit for courses @ high school (ACE program) but limited to lower division courses
- Really define college broadly or just don't use the word. Not everyone will go to a traditional college....."life long learner"

What that is and how do you do that?

Some folks already have agreements with their local community colleges.

Parents need to know about articulation agreements

Articulation agreements not always easy to make work for students. Counselors at the college do not always know about the agreements.

College and Career focus as a bit of a challenge in the classroom

- Why would this be a challenge?

Importance of college and career talk

RAISE STUDENT ASPIRATIONS, COMMITMENT, AND ACHIEVEMENT (on both standardized tests and other authentic measures)

- If a student is failing a class, the CTE teacher makes them work on that academic class during his class. We also use our older students to tutor the younger.
- Work-based project learning inherently will increase student test scores!
- Assessment!
- What about AP classes and at risk criteria and those w/ I.E.P.s?
 - Are they excluded now? Why start?
- Ask for A.P. Science Labs to be done @ local venues (industry) i.e. laboratory, aquarium bridging classroom w/ industry.
 - YES!! ☺
- CPA Grant stops students from taking AP classes/ or delays them
 - You don't have to take an AP class to take AP test. Embed AP readiness in corresponding class for able students.
- Student awareness of where their current scores are ⇒ where they need to be!
 - It has been my experience that most students don't care about their scores. Honestly, I don't think they need to be bothered with that. It's our job (as teachers) to look at that. The students need to focus on learning what is going to be useful to them after high school.

STAFF COLLABORATION

Common planning time for grade level pathway teams; teacher teams coordinate pathway, integrate curriculum, address student problems, etc.

- Common planning time is important. But, also critical to give teachers prep time to work/think quietly and communicate w/ parents, plan, etc. (common planning time and individual prep are different but both important!)
 - AGREE !
 - Need agendas and process
 - Distribute "draft" agenda prior to team meetings/solicit input from all and include responses in final agenda
- Teachers & counselors should meet on a regular basis.
- We have time this year for department planning, perhaps - grade level planning will occur during this time
- @ our weekly meeting we discuss students doing well & not so well in a particular class. Then the other (team) members discuss w/ the students as they see him/her during the day.
- Summer Planning. Right at End and Right Before School
- Integrated projects: Need guidance

- Delta Academy model for 9 theme based units per grade per year.
Talk to us for info.
- What's working? Integrated Curriculum
- Extend time right before school year and right after school year for collaboration work
- Being paid for collaboration time
- Alternative schedules that allow time for teachers to meet
- We plan to have all students in the path have a common P.E. class so teachers can have the same conference period to meet
- Meaningful Staff Development
- Do you need support learning how to deal with teachers who are resisting?

STANDARDS ALIGNED CURRICULUM

Coordination between

Layers and layers of standards

Conflict - District pacing guide often conflicts with integrated projects

Technical and academic standards need to be better aligned

STUDENT VOICE

- We put students on our advisory board. It's a start. Recommend students at different academic levels.
- We have also included them in academy planning and in recruiting. Student created videos and presentations that went with students to community organizations and middle schools. The students have run some workshops, sharing their expertise and experiences.
- We use student focus groups (varied) with industry partners who ask kids directly what they need.
- Do you have opportunities for staff to "shadow" students (including through lunch)?
- Do you use "fishbowl" exercises to give teachers a chance to listen to students?
- Students can give systematic feedback on levels of engagement in all classrooms.
- Create a "student government" of Academy students --- they vote for Prez, VP, etc. These help plan activities, fundraisers, participate in planning, etc. (Parallel to regular student body offices?)
- We are "wall to wall." ASB decided to add seats to include Academy representatives. These students, along with grade level specific Academy reps, will represent themselves & their peers.

ACCOUNTABILITY AND AUTONOMY

- Very hard to be accountable without a lot of autonomy. No one wants to be responsible for things they don't believe in. Good area for district level intervention on site level
- What about union contracts?
 - Work with the union. Have them at the table when you plan. They can help see the problem and determine solutions.
Try it - It works!
 - Union wants us all in our boxes...so we all look the same.
 - Struggling with this too. Some have 250% work as leads. What to do with issues that arise when admin. Not present. No real power other than earned respect/leadership.
- How do we change accountability for teachers?
How can we ask teachers to do more or take on additional responsibilities without taking something away?
Additional responsibilities include to learn about and teach content outside their area of expertise or meet with increasing numbers of team members.
- What data overwhelmingly supports pathway model?
- 3.1.3 Schools and pathways are held accountable for improving student outcomes and they are given autonomy in determining curriculum, instructional methodologies, pacing, and scheduling.
 - This is the ideal.
- Benchmarks take priority from district level and department levels so academies take a secondary role.
- Autonomy seems elusive
- Burdened by requirements and quarterly assessments that trump integrated projects
- ROP ⇒ hourly employees ?!
 - High turnover forces starting new each time!
- People do what they're willing to do....plenty of talk and criticism, no real results
- Autonomy seems elusive
- Pasadena's quarterly assignments and benchmarks often conflict with integrated project
- In both Pasadena and Porterville the ROP teachers are hourly employees and there is not much incentive to come
- We do not have accountability

WE ALSO ASKED "WHAT IS THE ROLE OF EQUITY IN OUR PATHWAY WORK?"