

STUDENT SUPPORT (plus a few related items on Teacher Support) SELF-ASSESSMENT TOOL

Pathway leads and pathway teachers should rate each element as "1," "2," or "3."
 In the column labeled "Important to our Pathway," "1" indicates "somewhat important," "2" indicates "important," and "3" indicates "very important."

In the column labeled "Exists in our Pathway," "1" indicates "barely exists," "2" indicates "somewhat exists," and "3" indicates "fully exists."

The Difference is determined by subtracting the number in the "exists in pathway" column from the number in the "important to pathway" column for each characteristic. Where the difference is "1" or more, the pathway team needs to make a plan to close the gap.

NOTE: The format of this self-assessment tool is adapted from a similar tool used by Breaking Ranks. Most of the following Characteristics are taken directly from the ConnectEd Pathway Certification Tool. Characteristics listed in italics are additional student supports that may be of value; however, they are not taken directly from the ConnectEd Pathway Certification Tool.

| | Important to Pathway | Exists in Pathway | Difference |
|---|----------------------|-------------------|------------|
| Characteristics of Pathways with Effective Student Support | | | |
| PATHWAY ORIENTATION AND TRANSITION | | | |
| Pathway provides an orientation & other transition services for incoming students. | | | |
| Pathway staff has developed printed and/or web-based materials and/or presentations and activities to inform feeder middle school students and their parents/guardians about the pathway. (translations if needed, etc.) | | | |
| Pathway staff works with feeder middle school staff to ensure that potential pathway students are academically prepared to succeed. | | | |
| Pathway staff provides materials and/or activities to smooth pathway entry - e.g., informing students about courses, projects, WBL opportunities, available support services, and postsecondary articulation opportunities, and/or assigning pathway students as "buddies." | | | |
| SUPPORTIVE ATMOSPHERE | | | |
| Pathway maintains personalization through limited size, teacher teamwork, and a supportive atmosphere. | | | |
| Students see pathway as unique, personalized, and | | | |

| | | | |
|--|--|--|--|
| different from a traditional comprehensive high school and other pathways, if any, in the school. | | | |
| Every student is known well by at least one pathway staff member. | | | |
| Students know there are adults in the pathway to whom they can turn for both academic and personal problems that impact their learning. | | | |
| Pathway teachers are available for academic support and/or tutoring. | | | |
| <i>Pathway offers a welcoming, caring, and hopeful environment. (high expectations, high caring, and high support) (Students and teachers feel a sense of "family.")</i> | | | |
| <i>Pathway encourages students to become resources for one another. (i.e., peer tutoring, links crew, peer leaders, etc.)</i> | | | |
| 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. | | | |
| All students are consistently and actively engaged in projects and coursework, see and can articulate a clear relationship between classroom learning/future education and employment options, and freely express how much they value being part of the pathway. | | | |
| Students report being eager to come to school as well as to participate in pathway-related community and workplace activities. | | | |
| Student attendance is high. | | | |
| Students are engaged in and recognize the value of learning in the community and workplace. | | | |
| INDIVIDUALIZED SUPPORT STRUCTURES | | | |
| Pathway offers structured programs, which may include advisories, mentors, and/or looping, designed to support student personal and academic success. | | | |
| ⇒ The pathway is intentionally structured to support the development of a meaningful, sustained relationship between students and adults. | | | |
| ⇒ If the pathway offers an advisory program, each student is assigned a staff member who serves as her/his advisor in grades 9-12 and monitors student | | | |

| | | | |
|---|--|--|--|
| progress, provides home-school communication, and ensures that students take advantage of available support services. | | | |
| ⇒ Successful advisory programs have developed clear goals that are aligned with the pathway's vision, mission, and outcomes, are formalized; operate during the regular school day; and provide structured and regular opportunities for delivering some guidance services, support, and personalization. | | | |
| ⇒ If the pathway offers mentoring, each student is assigned an adult mentor who monitors and supports students' academic progress, provides guidance, serves as a resource, assists with career development, and ensures compliance with district policies and procedures. | | | |
| 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. | | | |
| ⇒ Pathway teachers assess each student's preferred learning style and specific learning needs. They consult with their team about the best teaching adaptations for each student. | | | |
| ⇒ Pathway teachers are trained in the implementation of differentiated instruction and use it effectively to meet the learning needs of each student. | | | |
| ⇒ Pathway teachers provide targeted support to individual students based on the student's identified learning needs. | | | |
| ACADEMIC INTERVENTION | | | |
| Pathway students performing below grade level are (<i>identified and</i>) supported by a range of services which may include supplemental instruction, tutoring, credit recovery, before-and/or after-school programs, and academic support programs. (<i>summer programs, online courses, Saturday school, inter-session programs, etc.</i>) | | | |
| ⇒ To the extent possible, supplemental instruction in math and English is related to the pathway theme and delivered through hands-on, student-centered | | | |

| | | | |
|--|--|--|--|
| instructional methodologies, such as problem-or-project-based learning. | | | |
| ⇒ Tutoring may be offered by teachers, peers, college students, and/or industry professionals. | | | |
| ⇒ Computer-assisted learning may be used to support and/or supplement tutoring. | | | |
| ⇒ Credit recovery options may include extended day, summer, intercession, and/or online coursework. | | | |
| ⇒ Interventions should be available to students at various times - during the regular school day, before school, after school, during the summer and/or intersession - and, as appropriate, in accessible locations (students' homes, community centers, etc.) | | | |
| ⇒ Pathway students have access to AVID and/or other academic support programs. | | | |
| <i>Pathway team intentionally teaches time management, organizational skills, Cornell note taking, strategic reading strategies, study skills, goal setting, and other important skills of effective students. (infusion of "AVID-like" learning strategies throughout all pathway classes.)</i> | | | |
| <i>Not only does pathway provide opportunities for students to "catch up" (extra support classes, credit recovery, etc.), it also provides opportunities for students to accelerate their learning.</i> | | | |
| <i>Pathway offers support for any student needing extra help to prepare for and pass the California High School Exit Exam.</i> | | | |
| GUIDANCE AND COUNSELING | | | |
| Pathway has a designated counselor who knows pathway students and is familiar with the unique characteristics and needs of the pathway. | | | |
| ⇒ The pathway has a designated counselor who <ul style="list-style-type: none"> ✓ Assists with student recruitment; ✓ Knows each student well and supports each student's academic success. ✓ Is familiar with the pathway design, course offerings, teachers, and programmatic needs ✓ Facilitates cohort scheduling ✓ Promotes equity in student programming to ensure that the student demographics of the | | | |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> pathway reflect those of the school ✓ Works with advisory teachers to develop and deliver advisory curriculum; ✓ Participates actively in pathway staff meetings; ✓ Promotes home-school communication; ✓ Guides students in developing and monitoring college and career plans; and ✓ Ensures that students graduate ready for college and career. | | | |
| 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. | | | |
| ⇒ Site and pathway leaders work with feeder middle schools to develop a robust, sequenced, and developmental career exploration process in the middle school years. | | | |
| ⇒ Pathway students receive formalized, sequenced career counseling that includes career awareness, career interest inventories, industry-relevant field trips, and job shadows. | | | |
| ⇒ With guidance from a counselor or advisor, and in consultation with a parent/guardian, all students develop a college and career plan by the 9 th grade, if not before. | | | |
| ⇒ Plans include results from interest inventories, learning style and work preference assessments, career exploration activities (e.g., speakers, worksite visits, job shadowing, informational interviews, research) as well as students' academic and career goals. | | | |
| ⇒ Plans are reviewed and modified annually to ensure that students are on-track to meet their goals and to graduate ready for both college and career. | | | |
| ⇒ Pathway students and their parents/guardians receive comprehensive and timely guidance and information about postsecondary options (i.e., entrance requirements, required tests, application process, and financial aid) | | | |
| ⇒ Students receive individual counseling that helps | | | |

| | | | |
|--|--|--|--|
| them relate their interests, strengths, and talents to possible careers. | | | |
| <i>Pathway teachers treat all students as if they were college-and-career bound.</i> | | | |
| <i>Pathway encourages student participation in college- and career-related organizations and clubs.</i> | | | |
| <i>Pathway offers supports for students to prepare for ACT/SAT tests. (test prep classes and/or test-prep embedded in curriculum.)</i> | | | |
| <i>Pathway ensures testing fees are not barriers to any student's ability to take college entrance test.</i> | | | |
| <i>Pathway requires all students to complete at least one college application and apply to at least one college prior to graduation.</i> | | | |
| <i>Pathway requires all students to complete a resume and job application and to obtain letters of recommendation for inclusion in their college and career portfolios.</i> | | | |
| <i>Pathway ensures that each student participates in one or more college-related field trip or field experience each year as well as one or more career-related field trip or job shadow each year.</i> | | | |
| <i>Pathway staff and/or pathway counselor (with support from college access partners) meets one-on-one with every student for an annual review of the student's transcript and goal-setting, action planning as needed. Each student knows actually where s/he stands with regard to meeting college entrance requirements. (college preparatory courses completed, grade point average, etc.)</i> | | | |
| <i>POSSIBLE ADDITIONAL STUDENT SUPPORTS</i> | | | |
| <i>Pathway has established links &/or partnerships with others in the school/district/community (including community-based organizations) to provide extra support services for students.</i> | | | |
| <i>Pathway includes annual Student-Led Conference in which each student presents her/his portfolio of work to one or more pathway teachers, a parent or family member, and perhaps an industry mentor.</i> | | | |
| <i>Pathway encourages the development of Habits of</i> | | | |

| | | | |
|---|--|--|--|
| <i>Mind and 21st Century Skills/SCANS Skills. This is true both at school and in internships and service learning experiences that connect back to school learning.</i> | | | |
| <i>SOME SUPPORTS FOR TEACHERS SO THEY CAN BETTER SUPPORT STUDENTS</i> | | | |
| <i>Teachers are oriented/trained/prepared to use strategies to personalize learning.</i> | | | |
| <i>Pathway teachers are trained in English Language development and are skilled in working with English Language learners</i> | | | |
| <i>Pathway teachers are trained in strategies to support the successful inclusion of special needs students.</i> | | | |
| <i>Pathway teachers are trained in research-based instructional strategies that raise student achievement & support needs of diverse students. (differentiated teaching and learning, Marzano's instructional strategies, etc.)</i> | | | |
| <i>Pathway teachers are oriented/trained/prepared to make "real-world connections" between academic content and knowledge and skills used in the pathway industry.</i> | | | |
| <i>Pathway teachers are oriented/trained/ prepared to make the curriculum engaging.</i> | | | |
| <i>Pathway teachers are oriented/trained/prepared to work with families as partners in education.</i> | | | |
| <i>Pathway teachers are oriented/trained/prepared to work with industry/postsecondary/community partners who engage in and support student learning.</i> | | | |
| <i>Pathway (&/or school) regularly provides opportunities for pathway teachers to interact with one another & collaborate around teaching.</i> | | | |
| <i>Pathway teachers use protocols for examining student work and teacher work with regard to evidence of rigor and relevance.</i> | | | |
| <i>Pathway (school) has effective teacher support strategies, especially for beginning teachers.</i> | | | |