

School Name: \_\_\_\_\_

Program Name: \_\_\_\_\_

## ConnectEd: The California Center for College and Career Multiple Pathways Self Assessment Rubric

**NOTE: If there is no evidence of a specific element, a score of "0" should be given.**

Elements of Model Multiple Pathways	Fully Developed Pathway 4	Operational Pathway 3	Emerging Pathway 2	Foundation Pieces 1	Self Score
<b>ACADEMIC AND TECHNICAL CORE CURRICULA</b>					
<b>Rigorous Curriculum<sup>1,B</sup></b>	ALL pathway students receive quality instruction in rigorous, standards-based academic and technical curricula that ensures access to, and readiness for, both career opportunities and a full range of post-secondary options, including two- and four-year colleges and universities, apprenticeships, the military, and formal career training. Students understand the principles of effective oral, written, and multimedia communication. Students are encouraged to complete advanced courses.	ALL pathway students receive instruction in rigorous, standards-based academic and technical curricula that ensures access to both career opportunities and a full range of post-secondary options, including two- and four-year colleges and universities, apprenticeships, the military, and formal career training.	Although students are not intentionally tracked, some, but not all, receive instruction in rigorous, standards-based, academic and technical curricula that grants access to some students to a full range of post-secondary and career options.	Only some academic and technical courses are standards-based, and students' post-secondary education and employment options may be limited.	
<b>CTE Course Sequence<sup>2,B</sup></b>	Pathway includes several well-developed sequences or clusters of high quality, standards-based CTE courses that provide students options to pursue different strands or specializations. Advanced and capstone courses take advantage of ROP and/or community college offerings and resources.	Pathway includes a single identified sequence or cluster of well-developed, high quality CTE courses, perhaps with a couple of advanced or capstone courses offered by the ROP.	A sequence of 2-3 CTE courses in the same general industry sector is available to students and presented as a pathway, but may not be well-developed and high quality.	Students may choose from several CTE courses that are not necessarily part of a planned sequence. Course quality may vary.	
<b>Integrated Problem/Project-Based Curriculum and Instruction<sup>1,3,4,B</sup></b>	Students participate in multiple, extended, well-designed interdisciplinary problem/project-based learning experiences that seamlessly integrate standards-based academic and technical curricula. Ideally, no separation between academic and career-technical curriculum and classes exists. All classes have fully integrated curriculum, so that they cannot even be identified as career-technical or academic.	Students participate in a few shorter, interdisciplinary problem/project-based learning experiences.	Students participate in quality problem/project-based experiences in CTE and academic classes that are not necessarily integrated.	Students participate in limited, sporadic, problem/project-based learning experiences in either CTE or academic classes.	
<b>Postsecondary Articulation<sup>F</sup></b>	Formal partnerships have been developed to articulate the pathway program with local four year universities, community colleges, and postsecondary training institutions. Pathway articulation incorporates concurrent enrollment options and allows students to earn substantial postsecondary credit for pathway completion.	A tech prep partnership has been established with local community colleges to enable students to earn credit for pathway courses. These agreements may include opportunities for concurrent enrollment and associated credit.	One or two courses are articulated to a local community college and are utilized by some students. Concurrent enrollment may be an option for students, but not formalized in the pathway design.	Students visit postsecondary institutions and are informed about available programs. Based on individual initiative, some students may pursue concurrent enrollment.	

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<b>STUDENT SUPPORT SERVICES</b>					
<b>Academic Support<sup>D</sup></b>	Each student is assigned to a staff member who serves as his/her "mentor" and advisor. This staff member monitors student progress, communicates with the student's parent/guardian, and ensures that the student takes advantage of available support services, as needed, to maximize opportunities for success in the pathway program. All students have available to them a range of support services that may include supplemental instruction in English and math (e.g., additional course work, tutoring, etc.).	Pathway staff assumes responsibility to monitor student progress and helps students to access a variety of student support services to maximize opportunities for success in the pathway program. Services may include supplemental instruction in English and math (e.g., additional course work, tutoring, etc.).	All students have available to them a range of support services that may include supplemental instruction in English and math (e.g., additional course work, tutoring, etc.).	Some support services are available to students. Students know about these services but little effort is made to encourage students to take advantage of them.	
<b>College and Career Guidance and Counseling<sup>6,C</sup></b>	The pathway has a designated counselor who is familiar with the unique needs of the program and its students. A formalized advisory program during the regular school day provides structure for delivery of guidance services. All students receive formalized, sequenced college and career counseling that includes career awareness, career interest surveys and inventories, industry-relevant field trips, and visits to colleges and universities. All students receive guidance and assistance with college applications, testing, and financial aid.	The pathway has a designated counselor who is familiar with the unique needs of the program and its students. All students receive some college and career counseling to support post-secondary transition, but those services and opportunities may be intermittent and inconsistent.	The pathway does not have a designated counselor. School counselors and pathway teachers provide students with some college and career counseling to support post-secondary transition.	The pathway does not have a designated counselor. College and career guidance materials are available through a college and career center, but services may be limited to those students who take initiative to seek them.	
<b>Pathway Preparation and Orientation<sup>6,F</sup></b>	All feeder middle schools offer well-designed, comprehensive career exploration programs that inform students about the pathway options available in nearby high schools. The pathway offers summer orientation and other transition services intended to ensure smooth entry into high school and the pathway program.	Some feeder middle schools offer a series of career exploration activities and/or orientation to available high school pathways via presentations or printed material. The pathway offers limited orientation for students once they arrive on high school site.	Pathway students and staff may make presentations to middle school students as an introduction to their pathway options and/or distribute brochures or other printed materials. No formal orientation is offered.	Brochures or other printed materials are distributed to middle school students through mass mailing.	
<b>Parent Involvement</b>	A strategic effort is made to engage parents as active partners in their student's education. Through formalized structures, parents of pathway students are actively involved in program development, implementation, and leadership. Through established support systems, parents are aware of their students' performance and provided tools and information to support student success.	Through formalized structures, parents are encouraged to participate in various aspects of the pathway program. There are regular opportunities for parents to come to the school site, view student projects, learn about pathway activities, and provide critical feedback.	A small group of self-identified parents participate in pathway planning and implementation. Other parents may be generally supportive, but their involvement is limited to a handful of parent-specific functions.	There is little evidence of active parent involvement. Parents support school activities by attending functions and/or fundraising.	

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<b>WORK-BASED LEARNING OPPORTUNITIES</b>					
<b>Work-Based Learning</b> <sup>1,5,B,D</sup>	All students participate in a coordinated, structured, and monitored, sequence of work-based learning experiences that are intentionally designed to reinforce the academic and technical pathway coursework. These experiences are sequenced through the years from speakers, field trips, mentors, and job shadows, to internships, student-run enterprises, and virtual apprenticeships. Every student participates in at least one internship that is intentionally designed to reinforce classroom learning.	All students participate in at least a couple of work-based learning experiences, including an internship, with or without intentional connection to pathway courses. Structure and coordination is emerging. Quality of placement and experience may not be monitored and evaluated.	Some students participate in at least some worksite visits and/or job shadows, but the opportunities may be hit-and-miss. More intensive internships may be available to a handful of students. Overall, there is little structure, coordination, monitoring of quality, or connection to coursework.	Some students have the opportunity to participate in work-based learning experiences, but they are neither available to all students nor regular. There is no connection to pathway coursework nor monitoring of quality of placement.	
<b>Authentic Work-Based Projects</b> <sup>1,3,4,5,B</sup>	Pathway students collaborate with industry partners to complete complex, authentic, interdisciplinary, industry projects, working both at school and in the community. Industry professionals guide and support student teams and play a role in project evaluation.	Students work on well-designed projects similar to those found in industry. Some guidance and support is provided by professional mentors/contacts.	Students work on industry-like or school projects that are interdisciplinary, created by the teacher(s), and have limited guidance or support from industry professionals.	Students work on fictitious school-based projects and have no contact, guidance, or support from industry professionals.	
<b>PROGRAM / SCHOOL CULTURE</b>					
<b>Personalized Learning Environment</b> <sup>G</sup>	A clearly structured, personalized learning environment supports the development of meaningful, sustained relationships among students and teachers and creates a close family atmosphere. Teachers know students' individual strengths and challenges, and provide academic support, as needed, in a timely fashion. The school is intentionally structured to support the development of meaningful, sustained relationships between students and adults. An advisory period provides regular opportunities for guidance, support and home/school communication.	Young people and adults in the school are well-known to each other. Every student is known well by at least one adult in the school who ensures that the student's learning needs are met. Personalization is a clear priority that is reflected in reallocating resources to provide smaller classes, looping so teachers remain with students for more than one year, and/or reducing pupil loads by reorganizing the school day (e.g., 4x4 schedule).	Teachers make every effort to know students and care about their academic success. Because students remain together as a cohort for 3or more classes, teachers have the opportunity to meet together to discuss student progress, and work together to identify and address individual student needs.	Teachers recognize that students have different learning needs and provide differentiated instruction in their classrooms.	
<b>School and Program Leadership</b> <sup>A,D</sup>	A strong leadership team consisting of the school's principal, program director, teachers, and business/community partners collaborate effectively in planning, implementing, and sustaining pathway program. All are motivated to develop and maintain a high quality program. Students participate in programmatic decisions.	A motivated, effective pathway program director is supported by site administration and some pathway teachers; other pathway staff cooperate without creating barriers to effective pathway implementation. Students have input into decisions.	A few dedicated individuals drive the program and are motivated to ensure pathway development; remaining staff are mostly supportive but not actively engaged.	A program director, principal, or lead teacher is dedicated to program and motivated to ensure pathway development; but he/she receives little or no support or buy-in from others.	

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<b>PROGRAM / SCHOOL STRUCTURE</b>					
<b>Inclusion of Targeted Student Population<sup>G</sup></b>	A strategic effort is made to identify, target, and recruit a broad range of the student population including at-risk, minority, and low-income youth as well as non-traditional students (e.g., females for construction careers). No grade point average entry requirement exists and no students are excluded because of prior low achievement.	Pathway students are selected randomly from a pool of applicants with a clear goal of diverse student representation that includes at-risk, minority, low-income, and "non-traditional" students.	An informal network of teachers, counselors and/or other staff recruits students who they believe may benefit from the program. Any interested student is accepted if space is available. No formal application or interview process is required.	Students enroll in, or are placed in, pathway program with no explicit attention to diversity or balanced representation.	
<b>Teacher Collaboration<sup>G,H</sup></b>	All CTE and academic pathway teachers are given ample, structured time during the regular school day to meet as a pathway team to plan integrated, interdisciplinary curriculum and program activities, discuss student progress, and develop strategies to support struggling students.	Although the school schedule does not necessarily accommodate it, the team of CTE and academic pathway teachers make time to meet to plan integrated, interdisciplinary curriculum and program activities; discuss student progress and strategies to support struggling students.	Interested and willing CTE and academic teachers find time to create a few integrated lessons, units or projects, but school and district support structures are not in place to encourage it as a regular practice.	Interested and willing CTE and academic teachers consult periodically on curriculum and instruction. Curriculum integration may occur sporadically or in one direction (e.g., academics infused into CTE).	
<b>Scheduling<sup>G</sup></b>	Pathway maintains a specialized, flexible schedule that meets its unique programmatic needs. All pathway courses are "pure," that is, comprised of pathway students only.	School has adopted a 4x4 block or some other flexible schedule that accommodates the needs of pathways and other programs. CTE and some academic courses are "pure."	The school's master schedule process makes some special considerations for the needs of the pathway(s). Some, but not all pathway courses are "pure."	Pathway staff has adjusted to the constraints of a six-period day or other schedule that does not meet program needs. Pathway courses are mixed with non-pathway students.	
<b>Established Industry Partners<sup>E,G</sup></b>	Industry partners are actively involved in all aspects of pathway development and implementation, which may include serving on an advisory board, assisting with curriculum development, offering substantial and frequent work-based learning opportunities, and advising students on projects.	Industry partners serve on advisory board, and provide work-based learning experiences, including job shadowing and internships. Some may be involved in other aspects of pathway development and implementation.	Some industry partners participate in pathway activities on an intermittent basis, but there is no long-term commitment to specific activities or ongoing pathway development.	One or two industry partners provide information, guest speakers, and field trip opportunities.	

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<b>PROGRAM EVALUATION</b>					
<b>Systematic Program Evaluation<sup>1</sup></b>	Pathway contracts with an outside independent entity to conduct regular, comprehensive evaluation of the pathway program, including multiple measures of student achievement and many of the programmatic elements represented in this rubric.	Pathway staff uses data on standard measures of achievement, such as API, CST, CAHSEE, graduation and drop-out rates, to evaluate program success.	Pathway staff examines enrollment, attendance, and anecdotal evidence like student satisfaction to evaluate program success. Plans and systems are being developed to include standard measures of student achievement in program evaluation.	Program success is measured predominantly by anecdotal data. Pathway staff is considering more formal measures of evaluation, but no concrete plan has been developed.	
<b>Student Engagement and Motivation</b>	All students are consistently and actively engaged in projects and coursework, see a clear relationship between classroom learning and future education and employment opportunities, and freely express how much they value being part of the program.	Most students are engaged in projects and coursework, see a clearly relationship to the world outside of the classroom, and generally appreciate what the program offers.	Students consider the program to be "fun" and like their classes and teachers, but few can articulate the relevance of their learning to the world outside of the classroom or their postsecondary plans.	Most students are in the program by choice but seem indifferent about the program and coursework.	
<b>Postsecondary Tracking<sup>F,I</sup></b>	Pathway staff conducts a formal follow-up of students for at least 4 years after high school graduation and uses data collected to continuously improve program. Evaluation ascertains postsecondary program completion, income, and other key indicators of success.	Pathway staff conducts a formal follow-up of students for 1 or 2 years after high school graduation and uses data to make program improvements.	Pathway program requests self-report of postsecondary data from alumni.	Pathway program has identified a need to track postsecondary success of its students, but has not yet garnered the resources and/or taken action to do so.	
<b>TOTAL SCORE</b>					

### Alignment with California Career Technical Education Foundation Standards

<sup>1</sup> Standards 1.0, 2.0

<sup>2</sup> Standards 10.0

<sup>3</sup> Standards 5.1, 5.2, 5.3

<sup>4</sup> Standards 9.1, 9.3, 9.4

<sup>5</sup> Standards 7.1, 7.2, 7.3, 7.4

<sup>6</sup> Standards 3.1, 3.2, 3.3

### Alignment with 11 Elements of High Quality CTE System defined in the draft 2008-2012 California State Plan for Career Technical Education (9.11.07)

<sup>A</sup> Element: Leadership at all levels

<sup>B</sup> Element: High quality curriculum and instruction

<sup>C</sup> Element: Career Exploration & Guidance

<sup>D</sup> Element: Student support and student leadership development

<sup>E</sup> Element: Industry partnerships

<sup>F</sup> Element: System alignment and coherence

<sup>G</sup> Element: Effective Organizational Design

<sup>H</sup> Element: Skilled faculty and professional development

<sup>I</sup> Element: Evaluation, accountability, and continuous improvement