**Essential Elements of Pathway Quality**

**Student Outcomes-Driven Practice**

The progress of every student toward achieving measurable and consequential learning outcomes is the driving purpose for the pathway community of practice. The pathway team regularly reviews several kinds of evidence including (1) performance-based measures of pathway-specific student learning outcomes; (2) information on students’ level of performance, available from student information systems; (3) individual student growth in performance, both on pathway-specific learning outcomes and on transcript-based measures; (4) students’ success after high school in postsecondary education and employment, if available; and (5) trends over time in all these measures for the pathway students as a group. The team uses data on a monthly basis to inform and improve professional practice, and on an annual basis to revise the pathway improvement plan.

<table>
<thead>
<tr>
<th>Pathway Community of Practice</th>
<th>Beginning and Emerging</th>
<th>Developing and Approaching</th>
<th>Meeting and Advancing</th>
<th>Excelling and Sustaining</th>
</tr>
</thead>
</table>
| Some pathway teachers:       | • Informally or intermittently collaborate during the school year to discuss program coordination, individual student needs, and curricular alignment or integration  
• Share strategies and resources to improve their instructional practice | • Meet to create integrated projects and design assessments during at least biweekly scheduled collaboration time  
• Sometimes engage support staff and industry/community partners in project design and assessment  
• Share lessons, resources, and best practices to improve their instructional practice | As described in the *Communities of Practice Continuum*, all pathway teachers:  
• Collaborate during weekly scheduled time, use effective meeting processes, and distribute leadership responsibilities  
• Engage industry and community partners in designing and assessing student projects  
• Observe one another's teaching, share lessons and resources, and give and receive feedback to improve their instructional practice | In addition to achieving the Meeting and Advancing criteria, the pathway team:  
• Demonstrates a high level of team functioning through the use of formalized protocols and routinized processes  
• Regularly incorporates student interests and perspectives in curricular planning  
• Collects data from students and industry partners to inform their instructional practice |
<table>
<thead>
<tr>
<th>Pathway-specific outcomes</th>
<th>Pathway teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Work collaboratively to develop an initial set of pathway-specific student learning outcomes aligned to college and career readiness expectations.</td>
</tr>
<tr>
<td></td>
<td>• May have informal or class-specific student learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Consider schoolwide learner outcomes when developing course content and designing projects.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The pathway team:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has established and disseminated an initial set of cross-disciplinary, pathway-specific student learning outcomes aligned with and integrating the Common Core State Standards and Next Generation Science Standards, career and technical education (CTE) standards, and college and career readiness expectations.</td>
</tr>
<tr>
<td>• Begins to reference and use learning outcomes when planning lessons, determining course content, and designing assessments.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The pathway team, in consultation with partners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annually reviews and revises pathway-specific student learning outcomes in light of data on student performance and to ensure continued alignment with current expectations for college and career readiness and industry standards.</td>
</tr>
<tr>
<td>• Uses pathway-specific student learning outcomes to guide the design of the pathway program of study, curriculum, instruction, and assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In addition to achieving the Meeting and Advancing criteria, the pathway team:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engages students, parents, and community members in the review and revision process.</td>
</tr>
<tr>
<td>• Uses revisions in student learning outcomes to inform changes to pathway program of study, curriculum, instruction, and assessment.</td>
</tr>
<tr>
<td>Data-driven practices</td>
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<tr>
<td>-----------------------</td>
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<tr>
<td>Begin to use observational, anecdotal, and limited hard data to:</td>
</tr>
<tr>
<td>- Discuss students’ performance challenges</td>
</tr>
<tr>
<td>- Plan lessons and projects</td>
</tr>
<tr>
<td>- Engage in professional development or other activities to learn how to conduct an annual review of student-level data to inform changes to the pathway program</td>
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<tr>
<td>Pathway Improvement Plan</td>
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## Equity, Access and Achievement

A Linked Learning pathway pursues both excellence and equity as mutual goals. A pathway establishes high achievement expectations for all students and practices non-discriminatory and inclusive policies, practices, and pedagogy. The pathway is equitably accessible to and serves well any interested student, regardless of race, ethnicity, gender, sexual orientation, socioeconomic status, special needs, or prior academic achievement. An equity-focused pathway intentionally reflects the diversity and strengths of its school, community, and district, and the grouping of its students is heterogeneous, flexible, and equitable.

### Linked Learning Alliance - Essential Elements of Pathway Quality

<table>
<thead>
<tr>
<th>Open access and equitable opportunities</th>
<th>Beginning and Emerging</th>
<th>Developing and Approaching</th>
<th>Meeting and Advancing</th>
<th>Excelling and Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The pathway:</strong></td>
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<tr>
<td>• Relies primarily on informal</td>
<td>The pathway:</td>
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<tr>
<td>encouragement from counselors,</td>
<td>• Is beginning to</td>
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<tr>
<td>teachers, family, or friends for</td>
<td>shift its admissions</td>
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<tr>
<td>recruitment</td>
<td>process from random</td>
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<tr>
<td>• Tends to attract a privileged or</td>
<td>or informal student</td>
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<tr>
<td>otherwise homogeneous group</td>
<td>encouragement to</td>
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<tr>
<td>of students</td>
<td>one that is based</td>
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<tr>
<td>• Uses prior academic achievement or</td>
<td>on student choice</td>
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<tr>
<td>background/history as criteria for</td>
<td>• Is developing plans</td>
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<tr>
<td>enrollment</td>
<td>to broaden</td>
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<tr>
<td>• May have academic achievement</td>
<td>recruitment efforts</td>
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<tr>
<td>requirements for students to continue</td>
<td>with middle school</td>
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<tr>
<td>within the pathway</td>
<td>students</td>
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<tr>
<td>• Is developing a plan to ensure open</td>
<td>• Is questioning</td>
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<tr>
<td>access for all students</td>
<td>continuation</td>
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<tr>
<td>• Uses diversity as a core principle</td>
<td>criteria, such as</td>
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<tr>
<td>underlying recruitment efforts with</td>
<td>GPA, for maintaining</td>
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<tr>
<td>middle school students</td>
<td>pathway participation</td>
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<tr>
<td>• Does not track students once they’re</td>
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<tr>
<td>enrolled within the pathway and does</td>
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<tr>
<td>not have academic achievement</td>
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<tr>
<td>requirements to continue within the</td>
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<tr>
<td>pathway</td>
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</tbody>
</table>

In addition to achieving the Meeting and Advancing criteria, the pathway:

• Includes students, business, and local community partners in formalized recruitment efforts
• Has established practices and policies to promote open access and diversity through collaboration with business and community partners
<table>
<thead>
<tr>
<th>Diverse student representation</th>
<th>The pathway’s admission processes and practices:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Yield a student demographic and achievement distribution that does not reflect efforts to achieve diversity</td>
<td>• Yield a student demographic and achievement distribution that does not reflect efforts to achieve diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The pathway’s admission processes and practices:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are yielding some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The pathway's admission processes and practices:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In addition to achieving the Meeting and Advancing criteria, the pathway's admission processes and practices:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Result in multiple years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promoting equitable achievement</th>
<th>Pathway data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway data:</td>
<td></td>
</tr>
<tr>
<td>• Are in the developmental stages of collection and/or analysis</td>
<td></td>
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<tr>
<td>• May show inconsistent results in eliminating achievement gaps across groups</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are showing at least one year of improvement in eliminating gaps across groups in some student performance indicators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate multiple years of improvement in eliminating gaps across most groups in most student performance indicators</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate multiple years of improvement in eliminating gaps across all groups in most student performance indicators</td>
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</tbody>
</table>
Program of Study

An industry-themed pathway program of study brings coherence to the four core components of Linked Learning: rigorous academics, real-world technical skills, work-based learning, and personalized supports. It intentionally coordinates and sequences student learning experiences in a way that integrates rigorous academic and technical core curricula. The pathway theme is broad enough to appeal to and engage all students. The program of study maximizes cohort scheduling to ensure that all pathway students are offered the opportunity to earn postsecondary credit and are prepared for success in the full range of postsecondary options.

<table>
<thead>
<tr>
<th>Industry-based pathway theme</th>
<th>Beginning and Emerging</th>
<th>Developing and Approaching</th>
<th>Meeting and Advancing</th>
<th>Excelling and Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>The industry-based pathway theme:</td>
<td>Has been selected based on limited elements, such as teacher expertise and courses historically taught on campus</td>
<td>Has been selected based on criteria in Developing and Approaching</td>
<td>Has been vetted through a review by industry and postsecondary partners, school staff, and students to ensure that it is aligned to current regional workforce needs</td>
<td>Is vetted through a regular review by industry and postsecondary partners, school staff, and students to ensure that it is aligned to current regional workforce needs</td>
</tr>
<tr>
<td>The industry-based pathway theme:</td>
<td>Has been selected based on a review of students’ interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district</td>
<td>Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards</td>
<td></td>
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</tr>
<tr>
<td>The industry-based pathway theme:</td>
<td>Has been selected by a team that includes students, teachers, industry partners, and district support personnel</td>
<td>Appeals to a broad diversity of students, regardless of their postsecondary aspirations</td>
<td></td>
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<tr>
<td>Integrated core</td>
<td>The pathway program of study:</td>
<td></td>
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<tr>
<td>The pathway has developed a 3- to 4-year program of study that:</td>
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<tr>
<td>- Integrates some technical and academic coursework across subject areas at each grade level</td>
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<tr>
<td>- Is aligned to grade-level academic and CTE standards</td>
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<tr>
<td>- Provides the majority of students with the opportunity to meet a full range of postsecondary eligibility requirements</td>
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<tr>
<td>- Provides minimal exposure to WBL experiences</td>
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<tr>
<td>In addition to achieving the Meeting and Advancing criteria:</td>
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<tr>
<td>- Integrates all academic and technical coursework in all grade levels</td>
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<tr>
<td>- Provides students with a comprehensive sequence of WBL experiences</td>
<td></td>
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<table>
<thead>
<tr>
<th>Postsecondary articulation</th>
<th>The pathway:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes students aware of opportunities for postsecondary credits, advanced placement, and state or industry certifications</td>
<td></td>
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<tr>
<td>The pathway:</td>
<td></td>
</tr>
<tr>
<td>Has established connections to postsecondary institutions, and some students are earning postsecondary credits, qualifying for advanced placement, and earning state or industry certifications</td>
<td></td>
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<tr>
<td>The pathway:</td>
<td></td>
</tr>
<tr>
<td>Has a system of policies and procedures that offer students the opportunity to earn postsecondary credits, qualify for advanced placement, and earn state or industry certifications</td>
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<tr>
<td>Has at least 50% of students participate in these opportunities</td>
<td></td>
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<tr>
<td>In addition to achieving the Meeting and Advancing criteria, the pathway:</td>
<td></td>
</tr>
<tr>
<td>Has at least 75% of students participate in these opportunities</td>
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<tr>
<td>Cohort Scheduling</td>
<td>The Master Schedule:</td>
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<tr>
<td>-------------------</td>
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<tr>
<td></td>
<td>Is in the planning stages of allowing students to be scheduled as a cohort</td>
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<tr>
<td></td>
<td>Allows a few pathway teachers to collaborate as a team (usually in pairs)</td>
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</table>

<table>
<thead>
<tr>
<th>The Master Schedule:</th>
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<tbody>
<tr>
<td>Allows some, but not all, pathway students to participate as a cohort in multidisciplinary projects</td>
</tr>
<tr>
<td>May allow Pathway teacher teams to have common preparation time</td>
</tr>
<tr>
<td>Supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Master Schedule:</th>
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<tbody>
<tr>
<td>Ensures that nearly all pathway students participate as a cohort in the pathway's academic and technical courses</td>
</tr>
<tr>
<td>Ensures that grade-level pathway teachers share a common preparation period</td>
</tr>
<tr>
<td>Ensures flexible use of time and instructional methodologies that enable all pathway students to participate in multidisciplinary projects</td>
</tr>
<tr>
<td>Facilitates enrollment in advanced placement, interventions, and/or other pathway electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In addition to achieving the Meeting and Advancing criteria, the Master Schedule:</th>
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</thead>
<tbody>
<tr>
<td>Ensures that all pathway students participate as a cohort in the pathway's academic and technical courses</td>
</tr>
<tr>
<td>Ensures that grade-level pathway teacher teams have common preparation periods</td>
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</tbody>
</table>
Learning and Teaching

Pathway students engage in inquiry- and project-based learning that is outcome-focused, rigorous, relevant, and collaborative. Members of the pathway community of practice plan such learning experiences for students: they regularly collaborate to develop and articulate standards-aligned grade-level, course, and project outcomes to organize the pathway’s program of study and guide assessment, curricular, and instructional planning. They also use performance assessment tasks with common rubrics to assess, monitor, and support every student's progress toward mastery of college and career ready pathway learning outcomes. The community of practice regularly engages in professional learning, evidence-based inquiry, and reflection to continuously improve their practice.

<table>
<thead>
<tr>
<th>Rigorous, relevant and integrated learning</th>
<th>Learning and teaching involves:</th>
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<tbody>
<tr>
<td>Some pathway teaching and learning involves:</td>
<td>• Student-centered, research-based instructional and learning strategies</td>
</tr>
<tr>
<td>• Standards-based, project- or problem-based learning that:</td>
<td>• Integrates academic and technical content</td>
</tr>
<tr>
<td>• Integrates academic and technical content</td>
<td>• Aligns with the pathway theme</td>
</tr>
<tr>
<td>• Aligns with the pathway theme</td>
<td>• Connects to tasks of professionals in practice</td>
</tr>
<tr>
<td>• Connects to tasks of professionals in practice</td>
<td>• Connects to students' backgrounds, experiences, and interests</td>
</tr>
<tr>
<td>• Connects to students' backgrounds, experiences, and interests</td>
<td>• Involves critical thinking, problem solving, and production of products or services</td>
</tr>
<tr>
<td>• Involves critical thinking, problem solving, and production of products or services</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Meeting and Advancing</th>
<th>The majority of pathway teaching and learning consistently involves:</th>
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<tbody>
<tr>
<td>In addition to achieving the Meeting and Advancing criteria, pathway teacher teams ensure that students:</td>
<td></td>
</tr>
<tr>
<td>• Apply their knowledge and skills in new and unpredictable situations</td>
<td></td>
</tr>
<tr>
<td>• Interact regularly with industry, postsecondary, and community partners</td>
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</table>

| Excelling and Sustaining | |
|--------------------------| |
| In addition to | |

Linked Learning Alliance - Essential Elements of Pathway Quality
<table>
<thead>
<tr>
<th>Collaborative learning</th>
<th>Some pathway teachers:</th>
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<tbody>
<tr>
<td></td>
<td>• Provide daily opportunities for students to work in heterogeneous pairs or groups</td>
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<table>
<thead>
<tr>
<th>Most pathway teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ensure that all students have daily activities that require them to work in heterogeneous pairs or groups</td>
</tr>
<tr>
<td>• Provide specific skill instruction in collaborative learning</td>
</tr>
<tr>
<td>• Are beginning to document students’ growth in and mastery of effective teaming skills, including project management, group roles and accountability, and conflict resolution</td>
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<table>
<thead>
<tr>
<th>All pathway teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ensure that all students have extended, daily activities that require them to work in heterogeneous pairs or groups</td>
</tr>
<tr>
<td>• Provide specific skill instruction and differentiated support to students in collaborative learning</td>
</tr>
<tr>
<td>• Assess students regularly and ensure that all students demonstrate effective teaming skills, including project management, group roles and accountability, and conflict resolution</td>
</tr>
<tr>
<td>• Ensure that students have regular opportunities to collaborate with industry, postsecondary, and community partners in collaborative learning</td>
</tr>
</tbody>
</table>

In addition to achieving the Meeting and Advancing criteria, all pathway teachers:

• Have students regularly reflect on their collaboration skills and their impact on their own learning
• Have students share their work processes and products with others
• Ensure that students take the initiative to effectively involve industry, postsecondary, and community partners and families in collaborative learning experiences
<table>
<thead>
<tr>
<th>Outcome focused and student-directed Learning</th>
<th>Pathway teachers occasionally involve students in outcome-focused, student-directed learning related to the pathway theme and set up structures in which students:</th>
<th>Pathway teachers involve students in outcome-focused, student-directed learning related to the pathway theme a couple of times each week and set up structures in which students:</th>
<th>Pathway teachers daily involve all students in outcome-focused, student-directed learning and set up structures in which all students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informally discuss learning goals and expectations by pathway staff</td>
<td>• Set short-term learning goals that are aligned with the pathway's student learning outcomes</td>
<td>• Set short-term learning goals that are aligned with the pathway's student learning outcomes</td>
<td>In addition to achieving the Meeting and Advancing criteria, all pathway teachers support pathway students with mentors and advisors to:</td>
</tr>
<tr>
<td>Reflect on progress toward short-term learning goals, challenges, and successes</td>
<td>• Modify learning activities to align with students' interests</td>
<td>• Revise work based on feedback until it meets or exceeds identified standards</td>
<td>• Engage in long-term independent or small group projects that are aligned with student interests and goals and add value beyond the classroom</td>
</tr>
<tr>
<td></td>
<td>• Lead conferences with supporting adults to share student work that demonstrates progress toward meeting student learning outcomes</td>
<td>• Provide evidence of reflection, growth, and progress on specific skills being assessed, as well as overall growth as a student</td>
<td>• Self-monitor progress toward meeting short-term goals and the pathway's student learning outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate mastery of standards and attainment of learning goals through a variety of assessments</td>
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</tr>
<tr>
<td>Reflective practice and professional learning</td>
<td>There is some professional development for some pathway teachers that:</td>
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</tr>
<tr>
<td></td>
<td>• Introduces research-based instructional strategies</td>
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<tr>
<td></td>
<td>• Introduces standards-based learning and teaching</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Presents various assessment strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduces teachers to the pathway theme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is ongoing professional development for pathway teachers that:</td>
<td>The pathway community of practice has a coordinated, strategic, and practice-embedded approach to professional development that:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provides options for learning about research-based instructional strategies</td>
<td></td>
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<tr>
<td></td>
<td>• Engages teachers in developing standards-based units and projects</td>
<td></td>
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<tr>
<td></td>
<td>• Introduces teachers to authentic assessment strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provides introductory dialogue with industry partners to learn more about the pathway theme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In addition to achieving the Meeting and Advancing criteria, the pathway community of practice:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Builds teacher leadership through regular reflection and opportunities to share practice with others beyond the pathway.</td>
<td></td>
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<tr>
<td>Authentic assessment</td>
<td></td>
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<td></td>
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<tr>
<td>Pathway teachers:</td>
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<td></td>
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<tr>
<td>• Primarily use</td>
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<td></td>
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<tr>
<td>traditional end-of-</td>
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<tr>
<td>course exams, quizzes,</td>
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<td></td>
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<tr>
<td>or other</td>
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<tr>
<td>standardized</td>
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<tr>
<td>assessments to</td>
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<tr>
<td>measure student</td>
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<tr>
<td>success</td>
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<tr>
<td>• Are beginning to</td>
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<tr>
<td>use some forms of</td>
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<td>formative and</td>
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<tr>
<td>summative</td>
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<tr>
<td>performance</td>
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<tr>
<td>assessments</td>
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<tr>
<td>• Occasionally use</td>
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<td>their industry,</td>
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<tr>
<td>community, and</td>
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<tr>
<td>postsecondary</td>
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<tr>
<td>partners to assist</td>
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<tr>
<td>and view student</td>
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<tr>
<td>work</td>
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<table>
<thead>
<tr>
<th>Most pathway teachers:</th>
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</thead>
<tbody>
<tr>
<td>• Use a variety of</td>
</tr>
<tr>
<td>standards-aligned</td>
</tr>
<tr>
<td>formative and</td>
</tr>
<tr>
<td>summative performance</td>
</tr>
<tr>
<td>assessments to assess:</td>
</tr>
<tr>
<td>– Student products</td>
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<tr>
<td>and performances,</td>
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<td>and</td>
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<tr>
<td>– Demonstrations of</td>
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<tr>
<td>learning and skills</td>
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<tr>
<td>• Use industry,</td>
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<tr>
<td>community, and</td>
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<tr>
<td>postsecondary partners</td>
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<tr>
<td>to serve as project</td>
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<tr>
<td>consultants or</td>
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<tr>
<td>audiences for student</td>
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<tr>
<td>work</td>
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<table>
<thead>
<tr>
<th>All pathway teachers:</th>
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<tbody>
<tr>
<td>• In collaboration</td>
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<tr>
<td>with partners,</td>
</tr>
<tr>
<td>regularly use a</td>
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<tr>
<td>variety of formative</td>
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<tr>
<td>and summative</td>
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<tr>
<td>interdisciplinary</td>
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<tr>
<td>performance</td>
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<tr>
<td>assessments to assess:</td>
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<tr>
<td>– The quality of</td>
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<tr>
<td>student products</td>
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<tr>
<td>and performances,</td>
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<tr>
<td>– Student</td>
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<tr>
<td>demonstrations of</td>
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<tr>
<td>content learning and</td>
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<tr>
<td>application of</td>
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<tr>
<td>knowledge and skills,</td>
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<tr>
<td>and</td>
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<tr>
<td>– Student progress</td>
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<tr>
<td>toward</td>
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<tr>
<td>achievement of the</td>
</tr>
<tr>
<td>learning outcomes</td>
</tr>
<tr>
<td>• All pathway teachers</td>
</tr>
<tr>
<td>use industry,</td>
</tr>
<tr>
<td>community, and</td>
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<tr>
<td>postsecondary partners</td>
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<tr>
<td>as project consultants</td>
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<tr>
<td>and authentic</td>
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<tr>
<td>audiences</td>
</tr>
<tr>
<td>• Regularly use results</td>
</tr>
<tr>
<td>from formative and</td>
</tr>
<tr>
<td>summative performance</td>
</tr>
<tr>
<td>assessments to inform</td>
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<tr>
<td>and improve curriculum,</td>
</tr>
<tr>
<td>instruction, and</td>
</tr>
<tr>
<td>assessment</td>
</tr>
</tbody>
</table>

| In addition to     |
| achieving the      |
| Meeting and        |
| Advancing criteria,|
| pathway teachers:  |
| • Use quality      |
| criteria           |
| reflective of an    |
| industry           |
| standard           |
| • Involve          |
| partners in        |
| professional        |
| development         |
| activities, as      |
| project consultants|
| and authentic       |
| audiences           |
| • Regularly use      |
| results from        |
| formative and        |
| summative performance|
| assessments to inform|
| and improve curriculum,|
| instruction, and     |
| assessment            |
**Work-Based Learning (WBL)**

All students participate in a personalized and coordinated continuum of work-based-learning (WBL) experiences designed to help them master and demonstrate academic, technical, and 21st Century skills, as identified in the pathway student learning outcomes. WBL builds on and extends every pathway’s program of study. WBL occurs in-person and online: in the workplace, the community, and at school. Students acquire academic, technical, and 21st Century knowledge and skills through WBL, all of which enhance their preparedness for the demands of college and careers.

<table>
<thead>
<tr>
<th>Continuum</th>
<th>Beginning and Emerging</th>
<th>Developing and Approaching</th>
<th>Meeting and Advancing</th>
<th>Excelling and Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The pathway:</td>
<td></td>
<td>The pathway:</td>
<td>In addition to achieving the Meeting and Advancing criteria, the pathway:</td>
</tr>
<tr>
<td></td>
<td>• Is conducting outreach to identify WBL experiences</td>
<td>• Provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation</td>
<td>• Provides every student with a personalized 3- or 4-year sequence of experiences following the WBL continuum</td>
<td>• Provides students with opportunities to be exposed to, learn about, and analyze the changing demands and future trends of the labor market</td>
</tr>
<tr>
<td></td>
<td>• Is examining models to develop their own continuum of WBL experiences</td>
<td>• Has a plan of sequenced WBL experiences</td>
<td>• Has sequenced WBL experiences that culminate in an intensive career training and/or career preparation experience</td>
<td>• Uses a formalized process to regularly gather input from industry and postsecondary partners regarding the quality of student WBL experiences, labor market trends, and additional WBL opportunities</td>
</tr>
<tr>
<td></td>
<td>• Has ad-hoc WBL experiences for some students</td>
<td>• Has WBL opportunities at each of the pathway's grade levels for all students</td>
<td>• Has WBL opportunities at each pathway level for all students, in alignment with the needs identified by industry and postsecondary partners</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>The pathway:</th>
<th>The pathway:</th>
<th>The pathway:</th>
<th>In addition to achieving the Meeting and Advancing criteria, the pathway:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Is creating a plan and timetable to begin developing WBL experiences across grade levels</td>
<td>• Has created a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject area per grade</td>
<td>• Is implementing a WBL plan for all students across grade levels that integrates with academic and technical coursework in ways that support interdisciplinary experiences and learning outcomes</td>
<td>• Provides WBL experiences at each grade level that integrate learning outcomes from all academic and technical courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensures that all WBL experiences support student progress toward attaining the identified student learning outcomes</td>
<td></td>
<td>• Demonstrates evidence that WBL experiences are integral to students achieving pathway student learning outcomes</td>
</tr>
<tr>
<td>Evaluation</td>
<td>The pathway:</td>
<td>The pathway:</td>
<td>In addition to achieving the Meeting and Advancing criteria, the pathway:</td>
<td></td>
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<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences</td>
<td>• Has designed evaluation strategies, in collaboration with business and industry partners, to assess the effectiveness of WBL experiences</td>
<td>• Has evidence of using WBL assessment data, in collaboration with business and industry partners, to evaluate the scope, quality, and ongoing improvements to WBL experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is developing a plan to evaluate the impact of WBL experiences</td>
<td>• Uses assessment criteria to measure the effectiveness of the pathway's WBL plan, including identification of needed improvements to the program</td>
<td>• Evaluates the WBL experiences at least twice a year</td>
<td></td>
</tr>
</tbody>
</table>
Personalized Student Support

Every pathway student is supported by pathway staff, partners, and families. The pathway community of practice tailors learning experiences to students’ individual developmental needs, skills, strengths, interests, and aspirations. Pathway staff, in consultation with families and service providers, identify and address the academic, personal, and social-emotional needs of every student so that she or he makes progress toward achieving personalized college and career goals and pathway student learning outcomes.

<table>
<thead>
<tr>
<th>Beginning and Emerging</th>
<th>Developing and Approaching</th>
<th>Meeting and Advancing</th>
<th>Excelling and Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for student needs</td>
<td>Individual pathway teachers:</td>
<td>The pathway team:</td>
<td>In addition to achieving the Meeting and Advancing criteria, through formalized processes and routinized procedures, the pathway team:</td>
</tr>
<tr>
<td></td>
<td>• Take time to get to know some individual students</td>
<td>• Assumes collective responsibility for getting to know all pathway students</td>
<td>• Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students’ success</td>
</tr>
<tr>
<td></td>
<td>• Informally identify students’ academic, personal, and socio-emotional needs</td>
<td>• Collaborates to identify student academic, personal, and socio-emotional needs</td>
<td>• Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations</td>
</tr>
<tr>
<td></td>
<td>• Access general school and district academic interventions to address student needs</td>
<td>• Provides some targeted, culturally responsive interventions to support the academic, personal, and social-emotional needs of most students</td>
<td>• Provides culturally responsive and timely intervention and acceleration strategies to support each student’s success</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicates with families regarding the interventions provided to students</td>
<td>• Engages families and leverages community, school, and district services to address students’ academic, personal, and social-emotional needs</td>
</tr>
</tbody>
</table>

Linked Learning Alliance - Essential Elements of Pathway Quality
<table>
<thead>
<tr>
<th>College and career plan</th>
<th>Pathway teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Cooperate with counselors to assure that students complete a 4-year high school plan</td>
</tr>
<tr>
<td></td>
<td>• Share their personal knowledge about college and career options</td>
</tr>
<tr>
<td></td>
<td>• Provide or arrange periodic college and career exploration activities for students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The pathway team:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaborate with counselors to support students in developing and implementing individualized college and career plans</td>
</tr>
<tr>
<td>• Provide and/or arrange some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options</td>
</tr>
<tr>
<td>• Provide or arrange several developmentally appropriate college and career exploration activities per year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The pathway team:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaborates with counselors and families to support all pathway students in identifying career goals and aspirations and in creating an individualized 6- to 10-year college and career plan to reach those goals</td>
</tr>
<tr>
<td>• Provides tools, processes, and activities that empower students to make informed decisions, execute and annually monitor their college and career plans, and successfully navigate the transition to postsecondary options</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In addition to achieving the Meeting and Advancing criteria, the pathway team:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Empowers students to assume responsibility for developing, executing, and monitoring their own college and career plans</td>
</tr>
<tr>
<td>• Supports students to, at least once each semester, review their progress with their families and their advisors</td>
</tr>
</tbody>
</table>
### Pathway Leadership and Partnerships

The pathway staff, school and district leaders, and partners share responsibility for program effectiveness and accountability for student outcomes. These stakeholders assure that conditions are in place to establish and sustain pathway quality. The pathway engages a formal advisory board that serves as an organizing structure to effectively engage a core of stakeholders, including business, postsecondary, and community partners.

<table>
<thead>
<tr>
<th>Distributed leadership</th>
<th>Beginning and Emerging</th>
<th>Developing and Approaching</th>
<th>Meeting and Advancing</th>
<th>Excelling and Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway teachers:</td>
<td>Pathway staff, school and district leaders, and partners:</td>
<td>Pathway staff, school and district leaders, and partners:</td>
<td>Pathway staff, school and district leaders, and partners:</td>
<td>In addition to achieving the Meeting and Advancing criteria, pathway staff, school and district leaders, and partners:</td>
</tr>
<tr>
<td>- Request support from site and district leaders in order to ensure that necessary conditions are in place for successful program implementation</td>
<td>- Collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation</td>
<td>- Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation</td>
<td>- Are accountable for ensuring that necessary conditions are in place for successful program implementation</td>
<td>- Are supported by district policies that ensure program effectiveness</td>
</tr>
</tbody>
</table>

**Linked Learning Alliance - Essential Elements of Pathway Quality**

Linked Learning Alliance - Essential Elements of Pathway Quality 19
<table>
<thead>
<tr>
<th>Advisory Board</th>
<th>The pathway is:</th>
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<tbody>
<tr>
<td></td>
<td>• Exploring the roles that full partners (or the community of practice) will be expected to play in the ongoing development of pathway quality and student success</td>
</tr>
<tr>
<td></td>
<td>• Recruiting local employers, community groups, postsecondary partners, and individuals to serve on the advisory board</td>
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</tbody>
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<table>
<thead>
<tr>
<th>A developing advisory board:</th>
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<tbody>
<tr>
<td>• Creates an organizational structure, which includes, at a minimum, a chair</td>
</tr>
<tr>
<td>• Includes representatives from business, industry, and postsecondary education and pathway leads</td>
</tr>
<tr>
<td>• Meets regularly to:</td>
</tr>
<tr>
<td>⊳ Develop ways to implement WBL and activities that support the pathway theme</td>
</tr>
<tr>
<td>⊳ Learn about expectations for pathway student learning outcomes and the advisory board's role in supporting the outcomes.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>An established advisory board is a diverse, formalized body that</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has a leadership structure responsible for managing the advisory board</td>
</tr>
<tr>
<td>• Includes representatives from business and industry, postsecondary education, after-school programs, the student body, pathway leads, and school/district administration</td>
</tr>
<tr>
<td>• Meets regularly to:</td>
</tr>
<tr>
<td>⊳ Operationalize WBL and other activities in support of the pathway theme</td>
</tr>
<tr>
<td>⊳ Participate in all aspects of the continuous improvement process</td>
</tr>
<tr>
<td>⊳ Provide input on policies and develop human and financial resources</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>In addition to achieving the Meeting and Advancing criteria, a highly effective advisory board is a diverse, formalized body that:</th>
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</thead>
<tbody>
<tr>
<td>• Operates with a current strategic plan, financial policies, and a succession plan to expand and sustain the pathway</td>
</tr>
<tr>
<td>• Has a leadership structure that is responsible for managing the advisory board and providing orientation to new advisors</td>
</tr>
</tbody>
</table>
Partner support for learning

The pathway is:
- Identifying roles that individual partners can play to support student learning
- Recruiting individual partners to fill these roles

The pathway is:
- Developing formal commitments with partners to support student learning by:
  - Bringing industry knowledge and expertise to the students through classroom team teaching, guest speaking, and mentoring
  - Assisting with project work
  - Providing some students with WBL experiences

Pathway partners:
- Assume responsibility for actively and routinely supporting teachers and students to meet pathway student learning outcomes by collaborating with pathway teachers to:
  - Inform learning with industry developments, trends, and practices
  - Assist with curriculum project selection, design, implementation
  - Provide the majority of students with authentic WBL experiences

In addition to achieving the Meeting and Advancing criteria, highly engaged and committed partners ensure the sustainability of strong partnerships to support learning by:
- Broadening the base of partners working with pathway teachers and students from their respective group of professional colleagues
- Securing an ongoing, formalized commitment of employer support
- Committing to expand project-based learning and scale WBL for all pathway students
- Securing funding to support pathway activities such as internships, trips, and scholarships