



Northern California Career Pathways Alliance
 Foundational Elements
 Revised 1/2014

1. **DISTRIBUTIVE LEADERSHIP:** *Pathway staff, site administrators, counselors, community members, and partners share responsibility for program effectiveness and accountability for student outcomes.*

EMERGING	DEVELOPING	SUSTAINING
<ul style="list-style-type: none"> ● The site begins to assemble a Pathway Leadership team, which may include a site administrator, counselor, lead teacher, post-secondary leader, industry leader, and/or community leader. ● System for collecting data on student achievement and pathway effectiveness is established for the Pathway Leadership team to review. ● Community and industry partners have been identified to participate in the development of the pathway. ● Site leadership has a plan for informing school staff and faculty of pathway plans and developing promotional documents that identify the benefits of the pathway to the community. ● District and site administration have a plan for developing a vision for the pathway and leadership responsibilities. 	<ul style="list-style-type: none"> ● Pathway Leadership team is formed including site administrator, counselor, lead teacher, parent, student, post-secondary leader, community and industry leaders and has begun meeting. ● Data on student achievement and pathway effectiveness is collected and distributed to Pathway Leadership team at least once per year. ● Community and industry partners are invited to participate in pathway development and sustainability plans are being developed. ● Site leadership includes pathways in school wide promotional documents and is well informed of the benefits and value of the pathway to the school and community. ● District, site administration and community leaders meet to establish a clear vision for pathways including structure and leadership responsibilities. 	<ul style="list-style-type: none"> ● Established Pathway Leadership team that includes site administrator, counselor, lead teacher, post-secondary leader, parent, student and community and industry leaders and regularly meets to review pathways' effectiveness. ● Deliberately and actively utilize data to address student achievement including the diverse needs of all students, as well as program improvement. ● Community and industry partners actively engage in program development and sustainability. ● District, site and community leaders formally agree upon a clear vision for pathways including structure, responsibilities and benefits. ● District, site and community leadership publicly advocates for the program in the community, supporting the pathway as part of a larger, whole-school transformation effort.



2. **STUDENT CENTERED PATHWAY:** *Every student has access to the pathway of his/her choice and provides relevance, rigor and creativity that maximize the student's learning capacity.*

EMERGING	DEVELOPING	SUSTAINING
<ul style="list-style-type: none"> ● Developing an equitable plan for student recruitment and access to all pathways. ● Pathway enrollment is being analyzed by Pathway Leadership team and site administration to ensure enrollment reflects the demographics of the school. ● Pathway teachers work with NCCPA pathway coaches in developing integrated projects that allow for student choice in performance demonstrations and activities. ● Pathway teachers identify partners to help develop relevant integrated projects that are connected to an issue in industry and/or the larger community. ● Pathway teachers are receiving PD on infusing 21st Century Skills such as problem solving, collaboration and critical thinking are required and measured. 	<ul style="list-style-type: none"> ● Pathway recruitment and access is equitable and coordinated by site and/or district administration and includes student-choice. ● Pathway enrollment begins to reflect the demographics of the school, district and community. ● Pathway teachers and NCCPA coaches create integrated projects for students to choose from a variety of equally academically rigorous performance demonstrations/ applications. ● Students are engaged in at least one integrated learning experience that is connected to an issue in the larger community. ● Students are engaged in student centered problem solving where collaboration and critical thinking are clearly required and measured. 	<ul style="list-style-type: none"> ● Established student-choice recruitment process that is equitable in both promotion and access. ● Enrollment is heterogeneous, flexible and equitable while reflecting the diversity and strengths of the school, district and community. ● All pathway students choose from academically rigorous performance demonstrations/applications that are relevant. ● Students have multiple opportunities for timely, relevant, integrated learning experiences that are constructed and connected to the broader community. ● Students routinely demonstrate the capacity to problem solve, think critically, and collaborate.



3. CAREER EXPLORATION: *Every student has the opportunity to explore career options within a pathway according to his/her personality, ability, and interest.*

EMERGING	DEVELOPING	SUSTAINING
<ul style="list-style-type: none"> ● Pathway courses include teacher directed career awareness activities. ● Students are engaged in career exploration assessment that evaluates students' interests and facilitated career and academic planning. ● Students' career goals are shared with HS counselors. ● Feeder middle schools provide career exploration and career and academic planning for students. 	<ul style="list-style-type: none"> ● Multiple teacher directed career awareness activities are provided to students in the pathway that includes career research and planning. ● Students develop and/or update career plans with adult input at least once a semester in one pathway course. ● HS Counselors discuss career goals with students and assist in exploring academic and career training options. ● Feeder middle schools are engaged in some career exploration activities that inform students of HS and Post-Secondary Career Pathway options. 	<ul style="list-style-type: none"> ● Provided systematic and regular career awareness activities that allow students to research career opportunities in the pathway. ● Established career guidance services fully integrated in the pathway. ● Provided academic and career goal setting activities that inform students and parents of necessary academic and career training to earn a certification /2 year / 4 year degree. ● Aligned to an established and multi-faceted middle school Career Exploration program with regular transition activities to high school pathways for eighth grade students.



4. SUPPORT SERVICES: *Staff and community support every student, so he/she may progress towards achieving personal academic and career goals.*

EMERGING	DEVELOPING	SUSTAINING
<ul style="list-style-type: none"> ● Tutoring and other support services are available to students on campus. ● Industry mentors for pathway students are identified. ● Pathway teachers begin training to analyze student data and identify at risk youth for concentrated interventions. ● Pathway teachers and HS counselors help identify Community Based Organizations (CBO's) offering youth development services that can be made available to students. 	<ul style="list-style-type: none"> ● Tutoring, counseling and other support services are advertised to students in the pathway. ● Pathway students are connected with industry mentors. ● Pathway teachers and counselors analyze student achievement data to identify students at risk of failure. Intervention protocol and support systems are developed. ● Plans are being developed to establish a College and Career Readiness hub on campus that engages industry partners in mentoring and CBO's to provide various support services. ● Pathway teams engage CBO's and promote youth development services available to pathway students. 	<ul style="list-style-type: none"> ● An established College and Career Readiness hub offers on site tutoring, counseling, and other necessary services to help students achieve their college and/or career goals including peer-to-peer models and engaging youth development CBO's ● Industry mentors actively work with pathway students. ● Organized data-driven approach to identify students at risk of failure with clear systems of intervention and support. ● Pathway students and teams have on site access to key CBO's providing youth development services.



5. INTEGRATED CAREER TECHNICAL EDUCATION WITH RIGOROUS ACADEMICS ALIGNED WITH COMMON CORE STATE STANDARDS AND CTE MODEL CURRICULUM STANDARDS: *Every student participates in rigorous, integrated curriculum that is standards-based.*

EMERGING	DEVELOPING	SUSTAINING
<ul style="list-style-type: none"> ● Pathway courses include at least two integrated units supported by NCCPA pathway coaches. ● CCSS and CTE/MCS aligned to pathway courses learning goals. ● Pathway courses include industry specific career awareness activities. ● Integrated units focus on multiple step projects. ● Pathway teachers identify industry and community partners to assist with instruction. ● Site administration and NCCPA Pathway Coaches work with pathway teachers to explore developing Interdisciplinary Learning Communities of Practice around continuous improvement of instruction. 	<ul style="list-style-type: none"> ● Pathway courses include several integrated units supported by NCCPA pathway coaches. ● CCSS and CTE/MCS are identified and reinforced in integrated instruction. ● Pathway course assessments include demonstrations of students' career exploration within industry focus. ● Integrated units engage and guide students through multi-step solutions. ● Industry and community partners engage in instruction and assessment in two integrated (Core and CTE) projects and/or service learning. ● Pathway teachers begin to form Interdisciplinary Learning Communities of Practice engaged in continuous improvement of instruction informed from individual student achievement data from various sources. 	<ul style="list-style-type: none"> ● Integrated instruction directed and coached by Lead Teachers at the school site. ● Embedded CCSS and CTE/MCS in course objectives, instruction and assessment. ● Pathway course assessments include demonstrations of students' career exploration within industry focus. ● Utilize units as a way to understand problems and guide multi-step solutions ● Industry and community partners routinely engage in instruction and assessment in both core and CTE courses through integrated projects and service learning. ● Established Interdisciplinary Learning communities of practice engage in continuous improvement of instruction informed from individual student achievement data from various sources.



6. CONNECTED TO VIABLE INDUSTRY AND MARKETABLE DEGREES/CERTIFICATES: *Every student will be provided services to create an academic and career plan connected to a viable industry.*

EMERGING	DEVELOPING	SUSTAINING
<ul style="list-style-type: none">● District and site administration are informed of economic trends and workforce development issues in the region.● Develop plans to include early college credit opportunities for students.● Plans are developed for HS and Post-Secondary counselors to meet around articulation plans and implementation	<ul style="list-style-type: none">● District and site administration participate in at least two regional and/or county economic development forecasting events.● Pilot early college credit opportunities for students including articulation, concurrent and/or dual enrollment● HS and Post Secondary counselors meet to coordinate career and academic planning to include HS and post-secondary programs.	<ul style="list-style-type: none">● Regular participation at regional and county economic development forecasting events● Early college credit opportunities for students are built into programs of study which include articulation, concurrent and/or dual enrollment● Guidance counseling and career and academic planning extends to post-secondary institutions.



7. COLLABORATION BETWEEN TWO OR MORE CTE AND ACADEMIC TEACHERS: *The Pathway consists of a Pathway Teacher Team that includes at least one CTE teacher working in collaboration with one academic teacher*

EMERGING	DEVELOPING	SUSTAINING
<ul style="list-style-type: none"> ● CTE and Core academic teachers are identified for the Pathway Team and engage in collaborative planning at least twice a year supported by NCCPA Pathway Coaches. ● Pathway teachers, NCCPA Pathway Coaches and site administration discuss strategies to ensure regular collaborative planning structures. ● Common planning time explored at HS sites. ● Pathway Teacher Teams participate in Professional Development (PD) on integrated instruction as a team. ● Explore business/industry support to assist teachers in learning about the workplace. 	<ul style="list-style-type: none"> ● Collaborative curriculum planning opportunities are provided for the Pathway Team at the beginning and end of each semester. (4 times per year) ● Site administration participates in two collaborative planning opportunities with Pathway Teams. ● Site administration works with teachers to explore including collaboration goals as part of teacher evaluation. ● Pathway Teacher Team shares best practice at site to build a Community of Practice regarding integrated instruction support for pathways. ● Master schedule supports regular common planning time for Pathway Teacher Teams to review student data, integrated instruction and plan for pathway activities. CCRC/WBL Specialists, post-secondary specialists and counselors are included when needed. ● Pathway Teacher Teams participate in PD and teacher externships as a team. 	<ul style="list-style-type: none"> ● Collaborative planning opportunities are provided at the beginning, middle and end of the each semester. (6 times per year) ● Site administration participates in at least two collaborative planning opportunities with Pathway Teams. ● Site administration includes collaboration goals for all pathway teachers as part of the evaluation process. ● Communities of Practice are established that include site administrator and counselors for pathway teacher teams to share best practice with each other, at site level, district level, county level and regional level regarding integrated instruction and support for pathways. ● Weekly common planning time for Pathway Teacher Teams is built into the master schedule to review student data, integrated instruction and plan for pathway activities. CCRC/WBL Specialists and post-secondary outreach specialists/counselors participate in these meetings when needed. ● Pathway Teams participate in regional PD and teacher externships.



8. PROGRAM OF STUDY: *An industry-themed pathway program of study that provides rigorous academics, real-world technical skills, and work based learning. It coordinates and sequences the students' learning experience in a way that is broad enough to engage all students.*

EMERGING	DEVELOPING	SUSTAINING
<ul style="list-style-type: none"> ● High quality integrated project-based learning is incorporated into pathway courses at least twice a year. ● Plans are being developed to build and map sequenced pathway courses that align to Post-Secondary certificates and/or degrees. ● Pathway teachers engage in PD on integrated instructional strategies. ● WBL opportunities are available to students in the pathway that include follow up activities in pathway courses. ● Pathway students develop career and academic plans that reflect the planned pathway sequence and Post-Secondary goals. 	<ul style="list-style-type: none"> ● High quality integrated project-based learning is incorporated into pathway courses at least twice each semester. ● Program sequencing maps are being developed that include CTE courses, Early College credit opportunities and multiple levels for academic goals. ● Integrated instruction strategies are employed periodically in pathway courses. ● WBL opportunities are clearly connected to pathway courses learning outcomes and employed periodically in lesson plans and implementation. ● Counselors assist students in developing Academic and Career plans that include post-secondary options. ● Pathway students can describe their Academic and Career plans and identify the pathway sequence. 	<ul style="list-style-type: none"> ● Demonstrate high quality integrated project based learning as primary vehicle for pathway learning and student engagement ● Program sequencing maps demonstrate required core and CTE courses, Early College credit opportunities and multiple levels for academic goals (2 year/4 year degrees, industry & CC certificates and apprenticeships) ● Established integrated instruction strategies are employed regularly in pathway courses and engage industry professionals periodically in instruction and assessment. ● Include multiple Work Based Learning Opportunities such as field trips, mentoring, job shadowing, project management, and internships that are connected to the classroom experience ● Pathway students have developed Academic and Career plans that reflect the pathway sequence into and through post-secondary certificates and/or degrees. ● Pathway students can articulate their path including courses and WBL experiences.