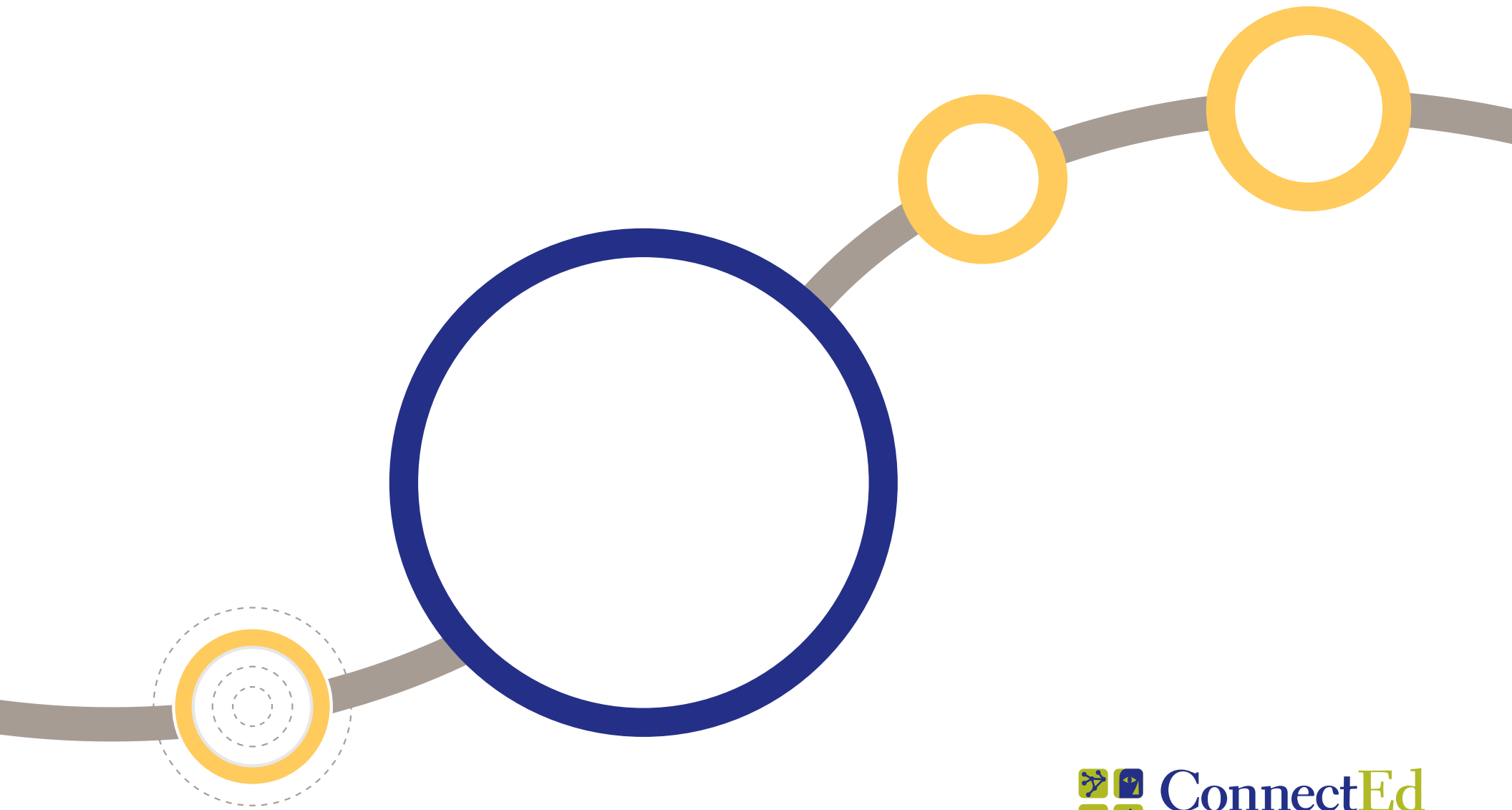


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PHASE

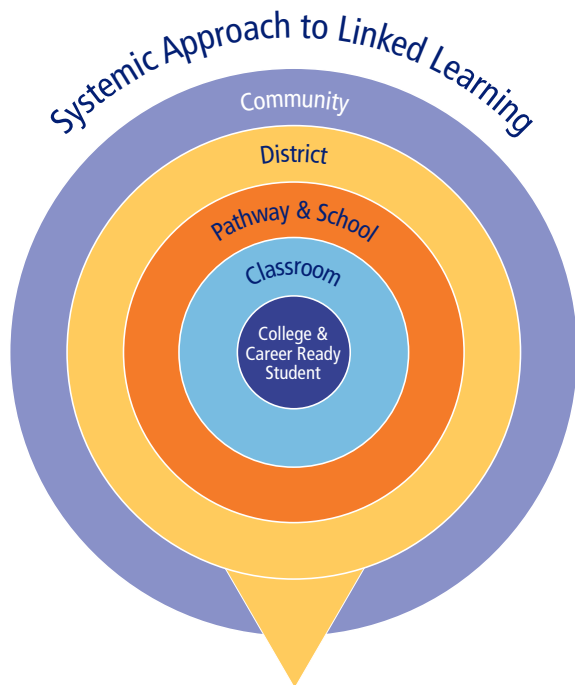
Rubric to Assess Development of a System of Pathways



ConnectEd
The California Center for College and Career

ConnectEd’s Library of Frameworks and Guides

ConnectEd and Linked Learning partner organizations have developed a library of tools and resources to help districts plan and implement a system of Linked Learning pathways. This diagram provides visual reference for optimal use of the tools.



This *Rubric to Assess Development of a System of Pathways* is for district leaders, their industry and community partners, and for site administrators.

For more information about ConnectEd’s library, visit: www.ConnectEdCalifornia.org/publications

STUDENT

College and Career Readiness: What Do We Mean?

The aim of this framework is to clarify the definition of “college and career readiness” and to produce a document that synthesizes varying perspectives based on a holistic view of student needs in view of long range educational, economic, and societal trends. In addition to reviewing the relevant literature, we consulted with educators and experts in education reform, career technical education, employment and training, cognitive science, and student assessment, across a broad spectrum—each illuminating a critical piece of the overall picture.

CLASSROOM

Learning, Teaching and Leading Framework

The Linked Learning Learning, Teaching and Leading Framework (“Framework”) defines key characteristics of student and adult learning and teaching practice within Linked Learning pathways. It illustrates how these behaviors and actions might be observed both inside and beyond the classroom.

PATHWAY & SCHOOL

Pathway Quality Review Essential Elements

The Essential Elements promote a shared vision of equitable, high-quality Linked Learning pathways to improve student outcomes. They are used to certify pathway quality, rigor, and fidelity, as well as to support continuous improvement of pathways through a self-assessment and action planning process that recognizes measurable stages of progress toward certification, sustainability, and exemplary practice.

Building a Linked Learning Pathway—A Guide for Transforming High Schools for College and Career Success

This high-level guide provides coaches, district leaders, and pathway teams an understanding of the overall process of designing and implementing pathways that will continue to improve over time and become high-quality learning environments for students. A more robust online guide and toolkit is available through ConnectEd Studios.

Online Guide and Toolkit

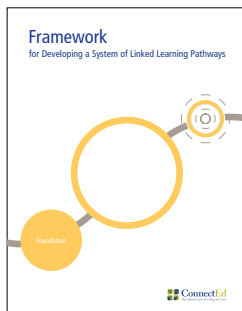
DISTRICT

College and Career Readiness: What Do We Mean?

The aim of this framework is to clarify the definition of “college and career readiness” and to produce a document that synthesizes varying perspectives based on a holistic view of student needs in view of long range educational, economic, and societal trends. In addition to reviewing the relevant literature, we consulted with educators and experts in education reform, career technical education, employment and training, cognitive science, and student assessment, across a broad spectrum—each illuminating a critical piece of the overall picture.

ConnectEd Library of Tools: District Level

ConnectEd has developed tools to serve both pathway sites and districts developing systems of Linked Learning pathways. The tools described below are those designed to help districts. Visit our website for descriptions of pathway tools and other resources: www.ConnectEdCalifornia.org.



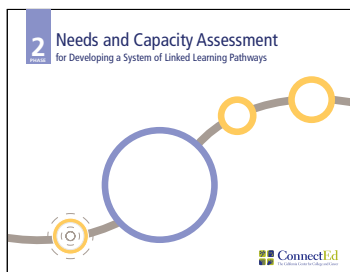
Foundation

Framework for Developing a System of Linked Learning Pathways

For school districts and communities aiming to develop a system of Linked Learning pathways, this publication provides the knowledge base needed to understand the infrastructure for supporting such a system. The Critical Conditions that make up the Framework describe the outcomes of the system-building work (the “what”). The Framework also serves as the organizational structure for the associated tools described below.

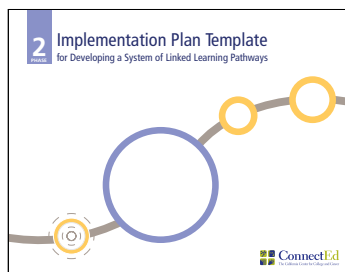
Planning Phase

Implementation Phase



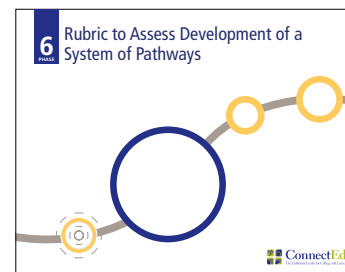
Needs and Capacity Assessment

During the planning phase, this tool guides the school district and community partners through a process to (a) establish a set of desired outcomes; (b) conduct a comprehensive assessment of its current strengths and capacity; and (c) complete a gap analysis between the two. Gap analysis results help guide development of the multi-year implementation plan.



Implementation Plan Template

To complete the planning phase, a school district and its partners must develop a comprehensive, multi-year implementation plan. The Template helps districts to define action steps, timeline, resources needed, person responsible, and evidence of success—all based on the needs, capacity, and outcomes identified with the *Needs and Capacity Assessment*.



Rubric to Assess Development of a System of Pathways

Once the district begins implementing its plan, this Rubric will help the district leadership team and community partners to assess their progress annually, with the expectation that the self-assessment results will help them refine their implementation plans.

Rubric to Assess Development of a System of Pathways

The *Rubric to Assess Development of a System of Pathways* was designed to help communities implementing Linked Learning to annually reflect on their work and assess progress. It is aligned with the *Framework for Developing a System of Linked Learning Pathways*, which provides more detailed descriptions for each condition and component listed in the Rubric.

Why is it important to assess progress?

Developing a system of Linked Learning pathways takes several years, and if done well, requires active roles for most, if not all, district departments and school sites, as well as many civic, business, postsecondary, and community partners.

The Linked Learning vision and commitment is to transform how the school district delivers secondary education for its students. Implementing and sustaining high-quality pathways is more complex than simply adding new pathways. It involves doing business differently—creating a new vision, adopting enabling policies, shifting organizational structures, establishing different expectations and organizational norms, sharing responsibility in unprecedented ways, creatively leveraging funds, instituting new forms of accountability, being honest about issues of equity, and ultimately demonstrating substantially improved student outcomes.

To accomplish these results, the school district and its partners should develop a comprehensive, multi-year implementation plan to guide the work. But, that plan must be a dynamic document that is contin-

uously revised based on collective learning and changing conditions. Revisions to the plan should be informed by a comprehensive and honest assessment of progress. This Rubric is a tool for conducting the self-assessment.

What process should be used?

To complete the self-assessment, district and community leaders should work with a district coach to devise a process that includes multiple stakeholders, incorporates a comprehensive analysis of progress, and is reflective about the work in order to generate an honest self-assessment of the district's progress. It should be used as a strategic opportunity to engage district leaders who have not been as engaged as hoped/expected, re-engage stakeholders (site leaders, business, postsecondary, community groups) who may have been involved in initial planning, and introduce Linked Learning to new colleagues and partners. It also gives the district's leadership team an opportunity to revisit the Linked Learning implementation plan and refocus on areas that have been neglected and/or add new and related areas of work that have emerged. Ultimately, the results of this self-assessment will inform a revision of the district's multi-year Linked Learning implementation plan to continue further development and assure sustainability.

Foundational	Foundational pieces are in place, but they remain programmatic, not systemic. Some internal and external capacity exists, and some of the resources have been identified for moving the work to a more systemic level.
Emerging	Steps are under way to move beyond a programmatic approach to a more systemic one, but efforts are only partially developed (i.e., in a test phase, fragile, person-dependent).
Operational	Systems are in place, but they are not mature yet or deeply embedded into the district's operations and culture.
Fully Developed	Formalized systems have become more sophisticated and are deeply embedded into the district's operations and culture.

D1 Leadership Commitment and Accountability

District and school leaders, the business community, local postsecondary institutions, labor unions, and community and parent groups commit to a shared vision and dedicate the necessary resources to put the vision into practice and sustain it. The district and community have thoughtfully selected the broad industry sectors in which to create, expand, and improve a number of high-quality pathways in order to serve a target majority of students. In doing so, the district and its partners are committed to high-quality implementation that addresses issues of equity, access, student choice, and transportation. In order to be accountable to its multiple constituencies, the district has systems in place to collect and examine student-level data and evaluate the benefits of pathway participation against a set of success indicators.

Indicator	Foundational	Emerging	Operational	Fully Developed	Evidence				Comments
					Policies and procedures	Formalized structures	Norms and practices	Documents	
LEADERSHIP									
D1.1 Shared Vision and Commitment District and community leaders have formally agreed on a set of graduate outcomes and a clear vision for pathways as the primary strategy for transforming secondary education. They have assigned district and site leaders and coaches responsible for its implementation.	1	2	3	4					
D1.2 Communication and Messaging Guided by a comprehensive communications plan, district, community, and school site leaders use consistent language to articulate their shared vision. The plan prioritizes the early engagement of teachers and site administrators, addressing their need for a deep understanding of pathway quality.	1	2	3	4					

RUBRIC TO ASSESS DEVELOPMENT OF A SYSTEM OF PATHWAYS

Indicator	Foundational	Emerging	Operational	Fully Developed	Evidence				Comments
					Policies and procedures	Formalized structures	Norms and practices	Documents	
<p>D1.3 Distributed Leadership A cross-district leadership team that includes cabinet level staff plus site and pathway leaders meets regularly to remove barriers, align resources, and hold themselves collectively accountable for pathway equity and quality. The leadership team operates effectively to oversee Linked Learning implementation and sustainability, including an ongoing partnership with a formalized broad-based coalition of local and regional organizations who work together to assure sustained support for, and commitment to, Linked Learning.</p>	1	2	3	4					
<p>D1.4 Board Support and Strategic Alignment The school board has adopted district policies that support a system of pathways and the district has aligned its pathway policies with other district priorities, strategies, and plans. With industry and community partners, the district has also coordinated pathway plans with other community priorities, strategies, and plans.</p>	1	2	3	4					
PATHWAY FORMATION									
<p>D1.5 Pathway Expansion District leaders, along with business, industry, and civic partners, have developed a plan for expanding pathway options in industry themes that align with student interests and regional workforce needs. They have set a target for the percentage of students to be served by pathways along with a projection for growth and a process for planning, developing, and supporting new pathways.</p>	1	2	3	4					
<p>D1.6 Pathway Quality and Continuous Improvement The district expects all pathways to become Linked Learning certified and provides support for each pathway to annually assess its quality, set goals, and create an action plan to support continuous improvement.</p>	1	2	3	4					

Indicator	Foundational	Emerging	Operational	Fully Developed	Evidence				Comments
					Policies and procedures	Formalized structures	Norms and practices	Documents	
ACCOUNTABILITY									
D1.7 District Success Indicators Through a collaborative process, the broad-based coalition has identified and publicly shares progress on a limited but clear set of indicators to measure the success and impact of pathways, including traditional test-based measures and other measures of student achievement, measures of student and parent satisfaction, and community indicators of social and economic well-being.	1	2	3	4					
D1.8 Student-Level Data The district has data management systems that allow the disaggregation of data based on pathway participation, and it facilitates pathway access to student-level data for effective decision making and continuous program improvement.	1	2	3	4					
D1.9 Evaluation and Accountability There is a districtwide culture of mutual accountability for student progress toward the student learning outcomes identified in the Graduate Profile and measured by the district success indicators.	1	2	3	4					

D2 Support for High-Quality Learning and Teaching

Each of the district’s pathways has a well-defined multi-year program of study that describes the student experience and consists of academic core courses, technical courses, a series of work-based learning experiences, and student supports—all aligned to ensure that students meet the expected district, pathway, and course-level learning outcomes. To ensure high-quality pathway implementation, resources are dedicated to building the capacity of the teachers, counselors, and administrators who are responsible for the work. The district and its schools have examined more flexible schedules and creative uses of time, and made adjustments that support the needs of pathway students and staff.

Indicator	Foundational	Emerging	Operational	Fully Developed	Evidence				Comments
					Policies and procedures	Formalized structures	Norms and practices	Documents	
INSTRUCTION AND THE PROGRAM OF STUDY									
D2.1 Support to Improve Instruction The district uses the Learning and Teaching Framework for Linked Learning to create a culture that values teacher team collaboration centered on student learning. It commits the necessary resources to provide professional development and coaching to support teacher learning and growth. The district supports the conditions necessary for instructional improvement and has developed protocols for evidence-based observation and the analysis of classroom practice in order to inform goal setting, and professional development—all aligned with the instructional framework.	1	2	3	4					
D2.2 Systems of Intervention and Acceleration District leaders ensure that all pathway students have equitable and appropriate access to high-quality supplementary learning experiences.	1	2	3	4					
D2.3 Infrastructure to Support Quality Work-Based Learning (WBL) The district and its industry partners have committed the resources needed for the technology and staff infrastructure that supports a sequence of work-based learning (WBL) opportunities for all pathway students and established desired student outcomes, quality criteria, and evaluation processes for the WBL component. The district’s policies support WBL and address related liability, access, supervision, and transportation issues.	1	2	3	4					
D2.4 Balanced Assessment and Accountability A balanced system of assessment and accountability for student achievement incorporates standardized state tests and performance assessments. District leaders and teachers use common rubrics to ensure that teachers are calibrated in their assessment of student performance across schools and pathways.	1	2	3	4					

Indicator	Foundational	Emerging	Operational	Fully Developed	Evidence				Comments
					Policies and procedures	Formalized structures	Norms and practices	Documents	
SCHOOL SCHEDULES									
D2.5 Schedules to Support Pathway Quality District and site leaders have actively supported the flexible use of time, including consultation with union leaders as necessary. They have established policies and procedures that ensure regular common planning time for pathway teams of teachers, and cohort scheduling of pathway students.	1	2	3	4					

D3 Student Equity, Access, and Choice

All pathways appeal to and engage any student regardless of his or her prior academic achievement, language proficiency, or postsecondary aspirations. Students in the district have equal access to any pathway of interest, whatever its area of focus and delivery model. Students selecting a pathway at the end of their 8th-grade year are able to do so in an informed way, having been exposed to career opportunities in a variety of industry sectors and knowing their high school pathway options. They are also academically prepared to succeed in rigorous pathway programs of study and have help in making the transition from middle school to high school pathways.

Indicator	Foundational	Emerging	Operational	Fully Developed	Evidence				Comments
					Policies and procedures	Formalized structures	Norms and practices	Documents	
POLICIES AND PRACTICES THAT ASSURE ACCESS									
D3.1 Practices That Promote Equity and Rigor District leaders, high school principals, and pathway lead teachers have co-constructed a set of district expectations for which all pathways are held accountable. These expectations support equitable pathway participation for all students—including students with disabilities and English learners—foster success for every student, and are monitored using data.	1	2	3	4					
D3.2 Policies That Ensure Access and Choice The district has policies and procedures to support school choice and assure equitable access to pathways and has addressed related issues such as transportation and access to work-based learning opportunities.	1	2	3	4					
D3.3 Student Recruitment and Pathway Selection The district has implemented strategies for marketing pathways to middle school students and their families and has established randomized procedures that give most or all students their first or second choice of pathway. Students also have an opportunity to change pathways at least once.	1	2	3	4					

Indicator	Foundational	Emerging	Operational	Fully Developed	Evidence				Comments
					Policies and procedures	Formalized structures	Norms and practices	Documents	
MIDDLE SCHOOL PREPARATION									
<p>D3.4 K-8 Career Exploration The district ensures that middle school students experience a coordinated, sequenced series of career exploration activities and have the opportunity to reflect upon those activities in a manner that informs their pathway selection process.</p>	1	2	3	4					
<p>D3.5 Academic Preparation in Middle School District leaders have established structures to promote collaboration among middle and high school teachers to ensure students are ready to enter high school pathways. District curriculum leaders have also supported teachers' identification or creation of an academic support curriculum that is applied and project-based. Parents have clear, simple information about high school academic expectations.</p>	1	2	3	4					

D4 Sustained Partnerships

Students graduating from pathways enjoy a seamless transition to postsecondary education and training options. District and school leaders leverage the support of employers and civic and community leaders in establishing and sustaining Linked Learning pathways.

Indicator	Foundational	Emerging	Operational	Fully Developed	Evidence				Comments
					Policies and procedures	Formalized structures	Norms and practices	Documents	
POSTSECONDARY ARTICULATION									
D4.1 Postsecondary Partnerships Through formal agreements, the superintendent and postsecondary leaders have outlined and implemented a plan to support successful student transitions. The plan is based on the examination of historical data and designed to remove barriers and improve procedures such as registration and placement.	1	2	3	4					
D4.2 Student Support Services The district ensures that all students are aware of postsecondary options and enrollment procedures and have an assigned counselor to help them apply to community colleges and 4-year universities and complete their matriculation. The district and local colleges have also agreed upon a plan for minimizing the number of students taking remediation courses upon matriculation.	1	2	3	4					
D4.3 Concurrent Enrollment Options The district has analyzed its ability to provide advanced pathway coursework and, as appropriate, has formalized arrangements for students to take such coursework through local postsecondary institutions. Student access is supported by addressing transportation needs, the registration process, fees, and other considerations.	1	2	3	4					

Indicator	Foundational	Emerging	Operational	Fully Developed	Evidence				Comments
					Policies and procedures	Formalized structures	Norms and practices	Documents	
COMMUNITY PARTNERSHIPS									
<p>D4.4 Master Plan for Sustainable Workforce Competitiveness Business and civic leaders have helped to create a master plan built on education transformation. They continue to support the plan, including engaging employers in guiding and supporting Linked Learning pathways. Through participation in the broad-based coalition, all stakeholders hold themselves mutually accountable for implementation of the master plan and growth on educational, economic, and social indicators.</p>	1	2	3	4					
<p>D4.5 Community Engagement District leaders have partnered with community organizations and developed a strategy that involves and engages families and students as pathway consumers, advocates, decision makers, and partners.</p>	1	2	3	4					

D5 Operational Alignment

Human Resource policies and practices support the unique instructional and leadership needs of pathways, which is reflected in union agreements, waiver processes, and practices related to reassigning and/or “bumping” teachers. The district has articulated pathway staffing needs and expectations to university pre-service programs, established internal leadership development programs, and adapts to changing professional development needs. Facilities accommodate the teaching and learning needs of pathway programs of study. Suitable equipment is also available to accommodate pathway needs. Sufficient funding is available to cover the start-up and ongoing costs of pathway programs. Funding needs are regularly evaluated and plans are in place for financially supporting those needs.

Indicator	Foundational	Emerging	Operational	Fully Developed	Evidence				Comments
					Policies and procedures	Formalized structures	Norms and practices	Documents	
HUMAN RESOURCES									
<p>D5.1 Recruitment and Hiring Practices The district’s recruitment and hiring practices address the unique knowledge and skills required for teachers, teacher leaders, counselors, and administrators working in pathway settings. With an eye to future staffing needs, the district places pre-service interns and student teachers in pathways. Site administrators are recruited and hired based on their ability to serve as instructional leaders for pathway teachers, and on the extent to which they value the structural supports necessary for pathway quality.</p>	1	2	3	4					
<p>D5.2 Evaluating Teachers and Administrators District leaders and the teachers’ union have worked together to assure that the qualifications and abilities necessary for teaching in a pathway are reflected in teacher support processes and evaluations. Similarly, district leaders incorporate pathway implementation and quality considerations into the supervision and evaluation of site administrators.</p>	1	2	3	4					
<p>D5.3 Retaining Qualified Pathway Teachers District and union leaders have identified and pursued strategies to maintain effective cross-disciplinary teams of pathway teachers, including consideration of seniority provisions. Other teacher support programs are also aligned with pathway teacher retention and professional development needs.</p>	1	2	3	4					

Indicator	Foundational	Emerging	Operational	Fully Developed	Evidence				Comments
					Policies and procedures	Formalized structures	Norms and practices	Documents	
PHYSICAL INFRASTRUCTURE									
D5.4 Facilities and Equipment Based on consultation with teachers, local business and industry partners, pathway team leaders, and site administrators, the district facilities director has integrated pathway needs into the district’s short- and long-term facilities planning. The district and school sites use creative facility options when possible.	1	2	3	4					
FUNDING									
D5.5 Leveraging Existing and Developing New Resources The district has found ways to financially bolster the design, implementation, and sustainability of pathways to the fullest extent possible by reallocating or repurposing local, state, and federal funding, combining and aligning funding sources, and identifying new funding sources.	1	2	3	4					
D5.6 Sustained Fiscal Stability Pathway funding needs are fully integrated into the district’s short- and long-term budgeting and funding processes, and the district integrates pathway strategies into its reporting on budget decisions for accountability purposes.	1	2	3	4					



Rubric to Assess Development of a System of Pathways
for Developing a System of Linked Learning Pathways

Roman Stearns

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