

## Career and Pathway Development Tool

The San Diego Career Pathways Developmental Strategic Planning Document was created to provide school and district personnel, community colleges and community partners with a guiding document to support the growing number of Career Pathway Programs being developed, implemented and refined throughout the San Diego Region.

This tool may serve as an actionable strategy document for stakeholders striving to develop and continuously improve their Career Pathway Programs and Services. This tool is meant to work with a range of models or approaches that attempt to create a clear path for students to follow to attain their educational and occupational goals, while learning the skills they need to succeed in both domains. This research-based tool may serve as a framework to facilitate discussion on essential attributes, components, elements, and provide examples of quality career pathway programs and the supports needed to continuously improve.

There are three sections of focus within this tool: Teaching and Learning, Structure and Culture and Beliefs. Use the tabs at the bottom to evaluate your progress in each of the sections.

Structure					
Scoring Key: 1 Developing; 2 Sustaining; 3 Thriving					
2a. Sequencing of courses, collaboration, and scheduling to support student learning					
Element	Developing (1)	Sustaining (2)	Thriving (3)	Score	Notes
Courses sequenced to meet industry and postsecondary needs	Has somewhat of an established, coherent 2-4 year program of study that integrates core and technical standards and procedures with opportunities to practice soft skill development. Program enables students to partially to meet UC/CSU "a-g" eligibility, earn articulated credit and/or industry certifications, and complete pathway courses sequences, college credit earned.	Often Has an established, coherent 2-4 year program of study that integrates core and technical standards and procedures with opportunities to practice soft skill development. Program enables students to often to meet UC/CSU "a-g" eligibility, earn articulated credit and/or industry certifications, and complete pathway courses sequences.	Always has an established, coherent 2-4 year program of study that integrates core and technical standards and procedures with opportunities to practice professional skill development. Program enables students to always to meet UC/CSU "a-g" eligibility, earn articulated credit and/or industry certifications, and complete pathway courses sequences.	0	
Pathway team collaboration for curriculum and instruction	Pathway teams sometimes collaborate during scheduled time discussing student progress, curriculum, and instruction; pathway teams sometimes collaborate to make relevant connections between curricula in order to provide students with opportunities to apply and transfer their learning.	Pathway teams often collaborate during scheduled time discussing student progress, curriculum, and instruction; pathway teams have designated time to collaborate to make relevant connections between curricula in order to provide students with opportunities to apply and transfer their learning.	Pathway teams always collaborate during scheduled time discussing student progress, curriculum, and instruction; pathway teams have common planning time to collaborate to make relevant connections between curricula in order to provide students with opportunities to apply and transfer their learning.	0	
Collaboration for multi-year college and career planning	Pathway teams sometimes collaborate with counselors, student, and family to identify college and career goals. Formal plan is created. Plan is reviewed on schedule.	Pathway teams often collaborate with counselors, student, and family to identify college and career goals. Formal plan is created. Plan is reviewed on schedule.	Pathway teams always collaborate with counselors, student, and family to identify college and career goals. Formal plan is created. Plan is reviewed on schedule.	0	
Pathway team collaboration to address student needs	Pathway teams sometimes collaborate during scheduled time discussing student progress and needs.	Pathway teams often collaborate during scheduled time discussing student progress and needs.	Pathway teams always collaborate during scheduled time discussing student progress and needs.	0	
Collaboration for implementation of project-based learning	Pathway teams occasionally collaborate on PBL experiences for students to develop problem solving, communication, critical thinking, innovation, and collaboration. Pathway teams collaborate on projects and support for individual students.	Pathway teams often collaborate on PBL experiences for students to develop problem solving, communication, critical thinking, innovation, and collaboration. Pathway teams collaborate on projects and support for individual students.	Pathway teams always collaborate on PBL experiences for students to develop problem solving, communication, critical thinking, innovation, and collaboration. Pathway teams collaborate on projects and support for individual students.	0	
Scheduling of work-based learning	Occasionally, time is intentionally planned so that students may complete meaningful work-based learning experiences.	Time is often intentionally planned so that students may complete meaningful work-based learning experiences.	Time is always intentionally planned so that students may complete meaningful work-based learning experiences.	0	
Support for student transitions to postsecondary	Students are somewhat informed and supported in transitions to postsecondary.	Students are often informed and supported in transitions to postsecondary.	Students are always informed and supported in transitions to postsecondary.	0	
Extended learning	A variety of extended learning opportunities sometimes exists for students.	A variety of extended learning opportunities often exists for students.	A variety of extended learning opportunities always exists for students.	0	
				0	2a Average
Scoring Key: 1 Developing; 2 Sustaining; 3 Thriving					
2b. Teacher recruitment and capacity					
Quality staffing to meet pathway structural needs	Pathways are sometimes staffed with qualified teachers who choose to be part of the program.	Pathways are often staffed with qualified teachers who choose to be part of the program.	Pathways are adequately staffed with qualified teachers who choose to be part of the program.	0	
Teacher recruitment	Outreach to teacher credentialing programs and support to obtain CTE credentials sometimes exist. Outreach and recruitment is focused on access and equity.	Outreach to teacher credentialing programs and support to obtain CTE credentials often exist. Outreach and recruitment is focused on access and equity.	Outreach to teacher credentialing programs and support to obtain CTE credentials always exist. Outreach and recruitment is focused on access and equity.	0	
Teacher support and retention	Teachers sometimes receive coaching and feedback on teaching performance. Mentorships are rarely used to support and retain teachers.	Teachers often receive coaching and feedback on teaching performance. Mentorships exist but are not always used to support and retain teachers.	Teachers receive systematic coaching and feedback on teaching performance. Mentorships exist and are regularly employed to build teacher confidence and capacity, and to support and retain teachers.	0	
Collegial support	Pathway teams sometimes observe one another's teaching, share resources and provide feedback to improve instructional practice.	Pathway teams often observe one another's teaching, share resources and provide feedback to improve instructional practice.	Pathway teams always observe one another's teaching, share resources and provide feedback to improve instructional practice.	0	

Teacher and counselor professional growth	Teachers sometimes have opportunities to learn on an ongoing basis, including opportunities to learn through direct industry interaction. Teachers are up to date on teaching pedagogy. District/site resources are sometimes invested to support ongoing professional growth to address students' academic, career development, and socio-emotional needs.	Teachers often have opportunities to learn on an ongoing basis, including opportunities to learn through direct industry interaction. Teachers are up to date on teaching pedagogy. District/site resources are often invested to support ongoing professional growth to address students' academic, career development, and socio-emotional needs.	Teachers always have opportunities to learn on an ongoing basis, including opportunities to learn through direct industry interaction. Teachers are up to date on teaching pedagogy. District/site resources are always invested to support ongoing professional growth to address students' academic, career development, and socio-emotional needs.	0	
Partnerships with educators for learning and coordination	Pathway teams have developed limited partnerships with other schools (in district, other district, colleges, state, national).	Pathway teams have developed some ongoing partnerships with other schools (in district, other district, colleges, state, national).	Pathway teams have developed many ongoing partnerships with other schools (in district, other district, colleges, state, national).	0	
District/site resource allocation and monitoring	District and site sometimes support pathway teachers with tutoring time, resources to provide academic and emotional supports necessary to succeed in pathway courses and work-based learning experiences.	District and site often support pathway teachers with tutoring time, resources to provide academic and emotional supports necessary to succeed in pathway courses and work-based learning experiences.	District and site always support pathway teachers with tutoring time, resources to provide academic and emotional supports necessary to succeed in pathway courses and work-based learning experiences.	0	
				0	2b Average

Scoring Key: 1 Developing; 2 Sustaining; 3 Thriving

**2c. Funding and sustainability**

Element	Developing (1)	Sustaining (2)	Thriving (3)	Score	Notes
Commitment to program and sustainability plan	District is partially committed to pathways through proper funding for salaries, benefits, supplies, equipment, and facilities. Sustainability plan is created and sometimes used in decision making.	District is somewhat committed to pathways through proper funding for salaries, benefits, supplies, equipment, and facilities. Sustainability plan is created and frequently used in decision making.	District is fully committed to pathways through proper funding for salaries, benefits, supplies, equipment, and facilities. Sustainability plan is created and always used in decision making. Pathway teams are institutionalized, enabling sustainability beyond individual teachers.	0	
Resource commitment by district and site leadership	District leadership sometimes supports pathways with a variety of resources such as financial, time, communication about program decision making, and human resources.	District leadership frequently supports pathways with a variety of resources such as financial, time, communication about program decision making, and human resources.	District leadership always supports pathways with a variety of resources such as financial, time, communication about program decision making, and human resources.	0	
Variety of funding sources	District and site leadership sometimes utilizes available financial resources, including the Local Control Funding Formula, to support pathway outcomes.	District and site leadership frequently utilizes available financial resources, including the Local Control Funding Formula, to support pathway outcomes.	District and site leadership always utilizes available financial resources, including the Local Control Funding Formula, to support pathway outcomes and seek additional funding as available.	0	
Policy and procedures	District and site leadership sometimes work to align policies and procedures. Program aligns to federal and state mandates and meets student need.	District and site leadership frequently work to align policies and procedures. Program aligns to federal and state mandates and meets student need.	District and site leadership always work to align policies and procedures. Program aligns to federal and state mandates and meets student need.	0	
				0	2c Average

Scoring Key: 1 Developing; 2 Sustaining; 3 Thriving

**2d. Leadership at district and site level**

Element	Developing (1)	Sustaining (2)	Thriving (3)	Score	Notes
Leadership supports pathways	Pathway somewhat as faculty/industry support with parent, student, counselor, site, and district involvement.	Pathway often has faculty/industry support with parent, student, counselor, site, and district involvement.	Pathway always has faculty/industry support with parent, student, counselor, site, and district involvement.	0	
Distributed leadership within schools	Pathway teams are different from the rest of the campus in terms of instructional practice on their campus and pathway is a different place where learning is transformed for some students; it is a separate learning community.	Pathway teams are recognized for instructional practice on their campus and pathway becomes "institutionalized" as the place where learning is transformed for all students.	Pathway teams become model for instructional practice on their campus and pathway becomes "institutionalized" as the place where learning is transformed for all students.	0	
Pathway vision	District and site somewhat communicate pathway progress toward the vision of all students being college and career ready.	District and site often communicate to a limited audience pathway progress toward the vision of all students being college and career ready.	District and site regularly and broadly communicate pathway progress toward the vision of all students being college and career ready.	0	
Distributed leadership within pathway teams	Pathway teams occasionally use effective meeting processes, and distribute leadership responsibilities.	Pathway teams regularly use effective meeting processes, and distribute leadership responsibilities.	Pathway teams always use effective meeting processes, and distribute leadership responsibilities.	0	
				0	2d Average

Scoring Key: 1 Developing; 2 Sustaining; 3 Thriving

**2e. Recruitment and scheduling of students**

Element	Developing (1)	Sustaining (2)	Thriving (3)	Score	Notes
Student schedule based on choice	Pathway has limited admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest, regardless of their prior academic achievement. Pathway does not track students based on academic performance.	Pathway has structured admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest, regardless of their prior academic achievement. Pathway does not track students based on academic performance.	Pathway has consistent admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest, regardless of their prior academic achievement. Pathway does not track students based on academic performance.	0	
Enrollment of students	Student enrollment sometimes reflects the demographics of the school.	Student enrollment often reflects the demographics of the school.	Student enrollment always reflects the demographics of the school.	0	

Student choice based on career exploration	Career exploration somewhat supports pathway selection and exploration within industry sectors. Students have opportunities to explore different careers. Students make informed pathway decisions based upon personal strengths, goals, and values.	Career exploration often supports pathway selection and exploration within industry sectors. Students have opportunities to explore different careers. Students make informed pathway decisions based upon personal strengths, goals, and values.	Career exploration always supports pathway selection and exploration within industry sectors. Students have opportunities to explore different careers. Students make informed pathway decisions based upon personal strengths, goals, and values.	0	
Pathway recruitment	Parent and student are somewhat aware of program and choice is valued when determining pathway selection.	Parent and student are often aware of program and choice is valued when determining pathway selection.	Parent and student are always aware of program and choice is valued when determining pathway selection. Pathway promotion, outreach, and communication are on-going.	0	
				0	2e Average

Scoring Key: 1 Developing; 2 Sustaining; 3 Thriving

**2f. Partnerships and alignment with higher education, industry, and community-based organizations**

Element	Developing (1)	Sustaining (2)	Thriving (3)	Score	Notes
Communication and collaboration with postsecondary and industry	On-going communication between pathway team and industry and postsecondary sometimes occur.	On-going communication between pathway team and industry and postsecondary often occur.	On-going communication in and between pathway team and industry and postsecondary always occur and is institutionalized, lasting beyond individual participants.	0	
Advisory boards/committee structure	Industry relationships are somewhat limited to personal connections between faculty and specific industry personnel.	Industry relationships are program focused with at least 5 industry partners attending 1-2 advisory board meetings per year, resulting in WBL experiences.	Industry relationships are program focused with at least 10 industry partners attending 1-2 advisory board meetings per year, resulting in WBL experiences.	0	
Industry involvement in student projects	Sometimes Involve partners in the creation and evaluation of student projects.	Often Involve partners in the creation and evaluation of student projects.	Always Involve partners in the creation and evaluation of student projects.	0	
Advisory role on curriculum and pathways	Sometimes seek feedback and direction from partners on pathway outcomes and curriculum.	Often seek feedback and direction from partners on pathway outcomes and curriculum.	Always seek feedback and direction from partners on pathway outcomes and curriculum.	0	
Employer support for work-based Learning	Partners sometimes offer students internships, job shadows, and company tours.	Partners often offer students internships, job shadows, and company tours.	Partners always offer students internships, job shadows, and company tours.	0	
Alignment of outcomes to post-secondary and industry standards and expectations	Pathway outcomes are sometimes informed and relevant to postsecondary and industry standards and expectations, including local labor market data.	Pathway outcomes are often informed and relevant to postsecondary and industry standards and expectations, including local labor market data.	Pathway outcomes are always informed and relevant to postsecondary and industry standards and expectations, including local labor market data.	0	
Collaboration with postsecondary for pathway development and college credit	Teaching teams from K-12 and community colleges occasionally meet to discuss curriculum, instructional practice, and assessment. College credit opportunities are discussed.	Teaching teams from K-12 and community colleges always meet periodically to discuss curriculum, instructional practice, and assessment. College credit opportunities are in development.	Teaching teams from K-12 and community colleges always meet on a consistent schedule to discuss curriculum, instructional practice, and assessment. College credit opportunities are in place and expansion of these opportunities are discussed.	0	
Outside agency partnership for student support	District and site sometimes develop and maintain partnerships with other agencies to provide comprehensive social/emotional and other supports.	District and site often develop and maintain partnerships with other agencies to provide comprehensive social/emotional and other supports.	District and site always develop and maintain partnerships with other agencies to provide comprehensive social/emotional other supports.	0	
				0	2f Average

Scoring Key: 1 Developing; 2 Sustaining; 3 Thriving

**2g. Program evaluation (metrics collected and analyzed, engagement in continuous cycle of improvement)**

Element	Developing (1)	Sustaining (2)	Thriving (3)	Score	Notes
Access to and time for analysis of data	District and site is sometimes committed to allocating time for data collection analysis available.	District and site is often committed to making data collection analysis available.	District and site is always committed to making data collection analysis available.	0	
Data analysis	Data sometimes indicates the students are progressing academically and in professional skills.	Data often indicates the students are progressing academically and in professional skills.	Data always indicates the students are progressing academically and in professional skills.	0	
Data informs decisions	Pathway team sometimes uses data to make adjustments to instruction, schedules, and resources to meet student needs, ensure equitable access and outcomes, and create a cycle of improvement.	Pathway team often uses data to make adjustments to instruction, schedules, and resources to meet student needs, ensure equitable access and outcomes, and create a cycle of improvement.	Pathway team always uses data to make adjustments to instruction, schedules, and resources to meet student needs, ensure equitable access and outcomes, and create a cycle of improvement.	0	
Continuous cycle of improvement	Annual analysis of data sometimes supports program changes to meet student need. An improvement plan is developed annually.	Annual analysis of data often supports program changes to meet student need. An improvement plan is developed annually.	Annual analysis of data always supports program changes to meet student need. An improvement plan is developed annually; professional development supports continuous improvement.	0	
Communication of data	Outcomes (expected and actual) are sometimes clearly communicated through a variety of methods and readily available to community. Some of those methods are CALPADS, LCAP, SSPFA, SARC, etc.	Outcomes (expected and actual) are often clearly communicated through a variety of methods and readily available to community. Some of those methods are CALPADS, LCAP, SSPFA, SARC, etc.	Outcomes (expected and actual) are always clearly communicated through a variety of methods and readily available to community. Some of those methods are CALPADS, LCAP, SSPFA, SARC, etc.	0	
				0	2g Average

Scoring Key: 1 Developing; 2 Sustaining; 3 Thriving