

## Career Pathways Key Elements Rubric

KEY ELEMENT	<i>Little Evidence</i>	<i>Developing</i>	<i>Providing</i>	<i>Sustaining</i>
Choose a <b>career pathway</b> that reflects growing occupations and student need and interest, and augments career pathways available across the district.	<i>School articulates a career pathway that reflects student interest and possible growth occupations and offers non-degree track employment.</i>	<i>School articulates a career pathway that reflects student interest and aspiration and growth occupations supported by labor trend data and offers non-degree track employment with some mobility.</i>	<b>School articulates a career pathway that:</b> <ul style="list-style-type: none"> <li>● Reflects strong student and family interest and aspiration that is projected to remain consistent or grow over time</li> <li>● Reflects growth occupations supported by labor trend data and employer research</li> <li>● Leads to employment with mobility</li> </ul>	<i>Employer partners are involved in pathway planning and development. Degree and non-degree track employment offer extensive mobility and stackable credentials.</i>
Develop a <b>Career Pathway course sequence</b> , with appropriate resources (financial, personnel, time, and logistical), that develops critical college, career, and life readiness skills.	<i>School implements a single Career Pathway course that approaches industry technical standards and is taught by developing teachers. Learning occurs in safe classrooms. Differentiation to meet the needs of all learners is anticipated.</i>	<i>School implements a Career Pathway course sequence that meets industry technical standards and is taught by developing teachers with industry knowledge. Learning occurs in safe, equipped classrooms. Differentiation to meet the needs of all learners is present.</i>	<b>School implements a Career Pathway course sequence that:</b> <ul style="list-style-type: none"> <li>● Meets or exceeds industry technical standards and incorporates college, career, and life readiness skills</li> <li>● Offers increased specialization over time</li> <li>● Is taught by strong teachers with industry and instructional experience</li> <li>● Occurs in safe classrooms fully equipped for Career Pathway purposes</li> <li>● Amply provides differentiation to meet the needs of all learners.</li> </ul>	<i>Technical and employability skills standards are exceeded and crosswalked to each other, as well as to college-ready standards. Industry core values are highlighted. Career Pathway teachers have free access to industry expertise. Career Pathway classrooms are state-of-the-art.</i>
Plan a <b>rigorous academic core</b> with curriculum and instruction centered on inquiry and project-based learning, and with rich integration of the Career Pathway course sequence.	<i>School offers an academic program that is somewhat project-based, with developing curricula approaches college-ready standards, incorporates basic Career Pathway concepts, and aspires to align with the Career Pathway sequence.</i>	<i>School offers an academic program that is project-based and interdisciplinary, provides some curricula that meets college-ready standards, engages core Career Pathway concepts, and aligns in key areas with the Career Pathway sequence. Learning is accessible to most students.</i>	<b>School offers an academic program that:</b> <ul style="list-style-type: none"> <li>● Includes rigorous project-based learning in some subjects at all levels</li> <li>● Has a well-developed curriculum meeting college-ready standards and providing teachers a clear blueprint for student learning</li> <li>● Is interdisciplinary at all levels and regularly co-planned in teacher teams</li> <li>● Engages core Career Pathway skills and concepts throughout</li> <li>● Intentionally aligns key developmental moments with the Career Pathway sequence</li> <li>● Is differentiated and accessible to all students</li> </ul>	<i>Learning is project-based and interdisciplinary in all subjects at all levels. Curriculum exceeds college-ready standards. Some Career Pathway and academic classes are co-taught. Learning is deeply differentiated.</i>

Provide ongoing <b>post-secondary planning and preparation</b> with student supports, opportunities for high school students to earn college credit, and counseling to multiple options for post-secondary education.	<i>School delivers post-secondary planning and preparation in 12th grade only, with some student choice and career guidance.</i>	<i>School delivers post-secondary planning and preparation in multiple grades, with increasing student choice and career guidance. Program aspires to robust supports, written post-secondary plans, and college articulation agreements.</i>	<b>School delivers post-secondary planning and preparation that:</b> <ul style="list-style-type: none"> <li>• Begins upon entry and continues in every grade through graduation</li> <li>• Offers informed guidance on multiple post-secondary options including college and career</li> <li>• Centers around a written post-secondary plan</li> <li>• Offers robust student supports</li> <li>• Has college articulation agreements, dual enrollment and credit options widely attained by students</li> <li>• Networks students with higher education programs</li> <li>• Graduates 100% of students with a personally meaningful post-secondary plan</li> </ul>	<i>Counselors have expertise in all post-secondary options. College and career partners are deeply involved in guidance. 100% of students have a post-secondary plan that includes viable first and second choice options.</i>
Offer <b>work-based learning</b> to give students necessary workplace exposure and exploration and immersion opportunities to develop career readiness skills.	<i>School provides work-based learning in 12th grade only, with few and mono-skilled opportunities and no school-student-employer feedback loops.</i>	<i>School provides work-based learning in at least two grades with some variety and skills diversity. Program aspires to four-year WBL at multiple sites offering different levels of experience and responsibility, with formal feedback loops.</i>	<b>School provides work-based learning that:</b> <ul style="list-style-type: none"> <li>• Begins in lower grades with exposure activities and upshifts gradually to higher-skilled, higher-responsibility experiences</li> <li>• Uses formal school, student, and employer feedback loops</li> <li>• Parallels post-secondary counseling or informs the post-secondary plan</li> <li>• Offers multiple sites and roles across the relevant industry</li> <li>• Meets industry requirements for the terminal credential(s)</li> </ul>	<i>Work-based learning occurs in all four grades and includes experiences at worksites as well as in school. Opportunities are exciting and challenging and match students' interests and developmental levels. Partners are richly involved in school life, and work hours and credentials are meaningful.</i>
Engage <b>industry and post-secondary partners</b> to keep learning relevant and provide students and staff with critical resources and networking.	<i>School assembles one or two industry partners without a formal structure but with verbal commitments to provide work-based learning and ad hoc program advisement.</i>	<i>School assembles a few industry partners on a developing board that has written agreements with the school and provides work-based learning and program advisement.</i>	<b>School assembles a network that:</b> <ul style="list-style-type: none"> <li>• Includes multiple industry and higher education partners</li> <li>• Comprises an active advisory board with reach into several school activities</li> <li>• Has formal written MOUs between school and partners</li> <li>• Participates in school programs on-site and hosts students in off-site work-based learning</li> <li>• Advises on program development, instruction, and assessment</li> <li>• Provides material support and external advocacy</li> </ul>	<i>Partners include deeply engaged industry and higher education institutions.. Advisory board has active committees. Members co-plan with teachers. Provides deep material, in-kind, and/or financial support. Recruits new board members.</i>
Offer <b>assessments and industry recognized credentials</b> that ensure graduates are competitive candidates for post-secondary education and employment.	<i>School's approach to assessment and credentials uses one set of standards and a small number of assessment tools. Approaches higher education and industry standards.</i>	<i>School's approach to assessment and credentials uses multiple sets of standards and various assessment tools. Informs student interventions. Uses a learning management system. Meets higher education standards and includes an industry assessment that may or may not provide a credential.</i>	<b>School's approach to assessment and credentials:</b> <ul style="list-style-type: none"> <li>• Uses multiple sets of aligned standards (industry, college, state, etc)</li> <li>• Includes progressive demonstrations of learning including performance and portfolio assessments</li> <li>• Uses a learning management system that is student- and parent-friendly</li> <li>• Informs student interventions and supports</li> <li>• Meets higher education standards and provides students with an industry credential</li> </ul>	<i>Standards are aligned and crosswalked to each other. Learning management system empowers student choice and control over personal progress. Exceeds higher education standards and results in stackable credentials.</i>