

# Creating a Quality Pathway Improvement Plan

This document resulted from multiple field interactions where CTE administrators and classroom practitioners were asked “what makes a quality pathway?” The information gathered was organized into four components—**partnerships, physical environment, professional development, and instructional strategies**. These four components serve as the basis for this self-evaluation tool. This tool can offer a method of determining where a pathway is presently and offer guidance toward creating a quality CTE experience. The expectation is this self-evaluation would be done per pathway.

## Directions:

1. Complete the rubric for each of the four components. Each component has a number of *indicators* with identified *stages*. Review and select the stage that fits the current status of your pathway. Once you have identified your stage, move to the next indicator and repeat until completed. Once all components have been reviewed, move to the analysis section to determine your needed improvements and/or maintenance.

## Defining Each Stage:

Each stage is referring to a different level of status or achievement. Use the following definitions to understand each stage level:

- **Missing or Non-Existent:** The indicator is missing or was not addressed presently.
- **Needs Improvement:** Little or no experience/achievement has been made with this characteristic or additional resources and support are needed to move beyond an introductory level. This is an area of possible future improvement within the CTE pathway.
- **Improving:** Work has started toward the creation of a quality pathway, however additional resources and/or support is needed; This level shows progress is being made, but additional improvement is necessary.
- **Promising:** Numerous experiences and past achievements are easily documented and/or full support and adequate resources are in place to continually meet the characteristic and continue to grow.
- **Exemplary:** Achievement is at the exceptional level with evidence of a vast amount of experience, growth, and continuous improvement and/or full support and collaboration by the district, community, business & industry and postsecondary institutions. Long term improvement plan goals have been identified and are being acted upon in a continual manner

# Pathway Assessment Rubric

## I. Partnerships

**Partnerships** refer to the cornerstone of a CTE program for student involvement in the community and workplace with local and regional businesses. Partnerships are also connections with all *educational partners*, who include other teachers, parents, the community, organizations, post-secondary institutions/faculty, and industry.

### *Self-Assessment Rubric Directions:*

The self-assessment rubric that follows is intended to be an authentic gauge of actual implementation and results, and can be used to target areas for assistance and improvement. Read each indicator (in blue) and based on the criteria provided, select your pathway's present stage. At the completion of the rubric, identify items for improvement based upon questions listed.

#### **Indicators (in blue)**

##### **A. All partners are familiar with the current goals, objectives, prerequisites, activities and accomplishments of the CTE pathway.**

- Missing or non-existent.
- Needs Improvement—Communication is limited to in-school groups and only if requested; Interaction with parents is only through PT Conferences.
- Improving—Program activities are communicated irregularly with partners; Interactions with partners is minimal; Advisory committee meeting attendance is only interaction.
- Promising—Partners are involved in school events, Interactions in addition to advisory committee work are taking place; Pathway goals are understood and promoted; Communication is regular and with purpose.
- Exemplary—Stakeholders have exceptional understanding of the pathway and offer input in a continuous manner; Well-planned interactions have taken place; Classroom instruction has benefitted from the partnership.

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##### **B. Active relationships are built with business/industry, community leaders, and post-secondary partners.**

- Missing or non-existent.
  - Needs Improvement— Potential partners are identified; Communication has been one way; Partnership possibilities have been explored but interaction is minimal.
  - Improving—Partnerships have been identified and contacts made; Relationships are being created; Partnership benefits are being identified.
  - Promising—Partnerships are in place to address mutual issues of concern; Open dialogue is occurring; Range of interaction is being developed for both
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teachers and students.

Exemplary—Both school and partner are benefitting from the relationship; Respect and support for each other is occurring to support teacher and student opportunities.

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**C. Business, school, community and parent partners are recognized for their support of the pathway.**

Missing or non-existent.

Needs Improvement—Minimal recognition has taken place during terms, activities or after resignation; Parent role is minimized

Improving—Partners are recognized during an annual event or special program; Parents are involved; Partners needs are not addressed.

Promising—Partners are recognized and involved whenever possible; Partners needs are acknowledged.

Exemplary—Outstanding partners are recognized through nomination for awards at the local, state and national levels.

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**D. Formal advisory committee provides guidance on pathway plan decisions, which are valued by school administration and decision makers.**

Missing or non-existent.

Needs Improvement—Committee is in place but does not reflect industry, diversity of field or pathway; Committee is not involved in decisions; Committee input is not shared with school administration and decision makers.

Improving—Committee reflects industry, diversity of field and is aligned with pathway; Committee is involved in some decisions; Student input is gathered; Input is not valued by school administration or BOE at level it could be.

Promising—Committee reflects industry and pathway fields; Committee is involved in major decisions; Students are part of committee work; School administrators/BOE consider input.

Exemplary—Committee members are connected and active in advising pathway related decisions; Students play an active role; School administration and BOE follow committee input when allocating resources to promote a quality pathway.

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**E. Regular formal advisory committee meetings are scheduled for continuous pathway improvement with documentation.**

Missing or non-existent.

Needs Improvement—Meetings are held without planning or quorum; Business is minimal and unrelated to pathway; Pathway needs are ignored; No improvement plans are in place. Records are unorganized or missing.

Improving—Meetings are held twice a year and records are in place and reviewed routinely; Pathway business is handled and records are kept; Improvements plan is ignored.

Promising—Meetings are held at least twice a year, Business is well planned and indicates progression toward improvement; Records are organized and valuable as a reference tool; Improvements are well thought out and aligned to pathway needs.

Exemplary—Meetings are held at least twice a year, but can be more as determined by the improvement plan; Records are organized and valued not only by the advisory committee, but by school administration/BOE.

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## II. Physical Environment

**Physical Environment** addresses the CTE classroom, shop or lab setting where the instruction takes place. It should reflect the needs of the discipline, industry alignment, instructional methods and student needs.

### *Self-Assessment Rubric Directions:*

The self-assessment rubric that follows is intended to be an authentic gauge of actual implementation and results, and can be used to target areas for assistance and improvement. Read each indicator (in blue) and based on the criteria provided, select your pathway's present stage. At the completion of the rubric, identify items for improvement based upon questions listed.

#### **Indicators: (in blue)**

##### **A. Facility size, layout and labs provide for effective delivery of pathway courses and meet the needs of the students.**

- Missing or non-existent.
- Needs Improvement—Size and safety does not meet state standards and design is not conducive to instructional activities.
- Improving—Size and safety meets state standards, however does not meet needs of program; Accommodations are needed.
- Promising—Meets state size and safety needs as well as program delivery.
- Exemplary—Exceeds state standards with innovative design and accommodates emerging instructional needs.

##### **B. Facility meets existing local, state and /or federal health standards including but not limited to air, temperature, water, acoustic, ventilation, light and particulate control.**

- Missing or non-existent.
- Needs Improvement—Standards do not meet health standards and/or work poorly; No plan for improvement.
- Improving—Plan for improvement is in place and improvements are being made.
- Promising—Environmental controls are operational and meet current needs.
- Exemplary—Environmental controls exceed standards and may accommodate future needs.

##### **C. Facility is free of barriers that would result in the denial to access due to gender or handicap.**

- Missing or non-existent.
- Needs Improvement—Barriers are evident with no plan to change.

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- Improving—Barriers are evident; Board approved plan is in place for eliminating accessibility problems.
  - Promising—Accessible and accommodating; Needs minor improvements to achieve 100% access.
  - Exemplary—100% accessible & accommodating to students.
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**D. Equipment and technology inventory is updated annually and a plan is developed for new purchases and replacements.**

- Missing or non-existent.
  - Needs Improvement—inventory is incomplete.
  - Improving—Equipment and technology inventory is in place, Organized plan for the purchase/replacement/upgrade is under development.
  - Promising—Equipment and technology inventory is revised annually; Reviewed by advisory committee; Organized plan for annual purchase/replacement/upgrade is developed.
  - Exemplary— Equipment and technology inventory is revised annually; Reviewed by advisory committee; Three year plan for purchases/replacement/upgrade is in place.
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**E. Current industry-based equipment and technology is available to deliver instruction and manage the program.**

- Missing or non-existent.
  - Needs Improvement—Equipment and technology is outdated.
  - Improving—Equipment and technology is available but not utilized to potential.
  - Promising—Equipment and technology is available within the department and is utilized in content instruction and program management.
  - Exemplary—State of art equipment and technology is present and utilized to potential in content instruction and program management.
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# III. Professional Development

**Professional Development** refers to the continual, pathway-focused training and education required to keep (a) teacher(s) highly qualified. Teacher(s) are ultimately the individual(s) who ensure the other components of a quality pathway are in place consistent with the needs of the *educational partners* and continually improving.

## Self-Assessment Rubric Directions:

The self-assessment rubric that follows is intended to be an authentic gauge of actual implementation and results, and can be used to target areas for assistance and improvement. Read each indicator (in blue) and based on the criteria provided, select your pathway's present stage. At the completion of the rubric, identify items for improvement and identify them as goals for your improvement plan.

### Indicators: (in blue)

#### A. The instructor has a well thought out professional growth plan that reflects the content area.

- Missing or non-existent.
- Needs Improvement—Plan is missing subjects; Plan has limited details showing implementation.
- Improving—Plan covers all subject areas; Plan provides information, skills, etc. currently used in the classroom.
- Promising—Plan covers all subject areas; Plan information is basis for change in curriculum-
- Exemplary—Plan includes quality and rigorous growth in instruction; Continual innovation is searched for and implemented in the classroom.

#### B. Has taken part in research-based educational opportunities which supports continued professional growth reflective of the pathway.

- Missing or non-existent.
- Needs Improvement—Participation in random, non-research based workshops with no evidence of regular or focused professional growth achievement.
- Improving—Actively participates in research-based workshops or classes related to pathway considered best practice.
- Promising— Actively looking for innovative and research based experiences that lead to instructional changes and/or personal growth (could include technical trainings, earning certifications/credentials, taking part in externships and/or college credit coursework).
- Exemplary—Actively participating in innovative and research based experiences as a teacher or role mode to others in the field; Certification is earned, technical training and/ or advanced degree related to field is being worked toward

#### C. Active membership in related state and national professional education associations.

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- Missing or non-existent.
  - Needs Improvement—Nonmember but participates in some professional events or conferences.
  - Improving—Member of and participates in annual state meetings and/or events.
  - Promising—Active member on committees and/or participation/attendance at national level events.
  - Exemplary—Holds leadership positions in professional organizations at the state or national level.
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**D. Holds expertise to become, or remain highly qualified to teach this CTE pathway.**

- Missing or non-existent.
  - Needs Improvement—License requirements are in place; Technical skills or content knowledge is incomplete or lacking; Ability to enhance leadership development and personal growth in students (CTSO) is missing or weak.
  - Improving—License requirements are in place; A plan for obtaining technical skill training, student leadership development/personal growth (CTSO) advisor training and/or content knowledge is being implemented.
  - Promising—Skill set required of the pathway is held, but advanced training(s) is/are needed to maximize ability to meet or exceed pathway requirements and promote student leadership/personal growth (CTSO).
  - Exemplary—Skill set includes content knowledge and technical skills to be able to instruct students successfully; Knowledge related to building leadership and personal growth in students is demonstrated.
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# IV. Instructional Strategies

**Instructional Strategies** are the practices used to reach all students in a CTE pathway experience. These strategies enhance the learning experience through the implementation of research-based concepts and innovation.

## *Self-Assessment Rubric Directions:*

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### **Indicators: (in blue)**

#### **A. Instruction is balanced between classroom & laboratory instruction, experiential learning, and leadership & personal development**

- Missing or non-existent.
- Needs Improvement—One component of the classroom and laboratory instruction, experiential learning, and leadership and personal development dominate the curriculum, while others are minimally addressed or ignored.
- Improving—While one component of the curriculum is clearly dominating the instruction, there is a plan for bringing the deficient area(s) into balance with input from the advisory committee and state staff.
- Promising—Evidence exists that an attempt is made to balance the curriculum across all components utilizing input from the local advisory committee.
- Exemplary—A well-planned balance exists among all curriculum components. The balance is documented and is a result of collaboration with all stakeholders and state requirements.

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#### **B. Authentic student experiences are integrated into instructional methods.**

- Missing or non-existent.
- Needs Improvement—Less than 50% of applicable lessons have authentic student experiences integrated into the instructional methods.
- Improving—50% or more of applicable lessons have authentic student experiences integrated into the instructional methods.
- Promising—At least 75% or more of applicable lessons have authentic student experiences integrated into the instructional methods.
- Exemplary—All applicable lessons have authentic student experiences integrated into the instructional methods.

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#### **C. Experiential learning and leadership development and personal growth are integrated into the instructional program.**

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- Missing or non-existent.
  - Needs Improvement—Leadership development and personal growth opportunities (CTSO) is missing; Experiential learning is not included, minimally used or lacks rigor and/or class skill alignment.
  - Improving—Students are aware of leadership development and personal growth opportunities in CTSO; A plan to add a CTSO is in place; Experiential learning is limited, but being expanded.
  - Promising—Leadership development and personal growth through CTSOs are embedded in instruction at advancing levels; Experiential learning is widely used to demonstrate skill development (such as CTSO competitive events).
  - Exemplary—CTSO's are integral to instruction; Experiential learning is considered best practice and incorporated across all content areas and offer differing opportunities; Quality professional learning experiences (PLE) are part of application level courses as well as others as deemed appropriate.
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#### D. Instruction reinforces the application of relevant and rigorous academic content standards.

- Missing or non-existent.
  - Needs Improvement—Planned instruction shows signs of some academic rigor, but has no documented association to state standards.
  - Improving—Planned instruction indicates that rigorous state academic content standards have been considered on a limited basis when selecting teaching methods, support materials, and content of texts utilized in the course of study.
  - Promising—Planned instruction indicates that rigorous state academic standards were consulted when deciding on the teaching methods, support materials, and content of texts utilized in the course of study.
  - Exemplary—Planned instruction indicates that rigorous state academic standards have been incorporated into the teaching methods, support materials, and content of texts utilized in the course of study.
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#### E. Instruction is centered on industry standards, academic and technical skill attainment with demonstration of strong employability skills.

- Missing or non-existent.
  - Needs Improvement—Instruction is loosely aligned to technical skill development; Academic connections are missing; Employability skills are not enhanced; some industry standards are addressed.
  - Improving—Instruction is aligned to outdated industry standards and limited technical skill development; Academic connections are identified but not addressed at level required in pathway; Employability skills are not encouraged, Assessments are given but are not aligned with real world, authentic applications.
  - Promising—Instruction is based upon current industry standards; Technical skills are aligned to pathway and demonstrated; Academic connections are made at pathway level; Employability skills are encouraged and promoted.
  - Exemplary—Instruction is continually reviewed and modified to ensure technical skills and employability skills are achieved and demonstrated
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with increasing rigor; Academic connections are at pathway level; Authentic assessments with real world connections are used.

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F. Instructional methods and resources meet the learning styles and needs of all students.

- Missing or non-existent.
  - Needs Improvement—The instructor uses a limited variety of instructional methods.
  - Improving—The instructor uses a variety of teaching methods.
  - Promising—Learning styles and student needs (including gender and equity considerations) are the center of instructional methods.
  - Exemplary—Teacher instructional methods support a variety of documented student learning styles.
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**Reflection:**

Based upon the stage responses in the rubric, answer the question prompts found below. Your answers will lead you to identify improvement plan items.

- **What indicators did you score at the exemplary stage?**  
*(These will need to be maintained to remain at this stage)*
  
  - **Which indicators did you score at the improving or promising stage?**  
*(These are indicators of inclusion in your [pathway improvement plan](#).)*
  
  - **Which indicators did you score at the struggling or missing (non-existent) stage?**  
*(These are considered critical areas your [pathway improvement plan](#) should address.)*
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