Measure N Initial Self-Assessment*

Pathway Leadership and School Vision
The pathway staff, school and district leaders, and partners share responsibility for program effectiveness and accountability for student outcomes. These stakeholders assure that conditions are in place to establish and sustain pathway quality. The pathway engages a formal advisory board that serves as an organizing structure to effectively engage a core of stakeholders, including business, postsecondary, and community partners.

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Pathway Leadership and Direction	**Mission and Vision**	The pathway team is beginning to design a mission and vision for the school and pathway. The mission and vision may be outdated and lack relevancy for the current program.	Pathway includes a mission and vision that provides some indication about what the pathway aims to achieve, but the mission lacks clarity or rigor around key elements. The mission and vision statements may not be specific enough to create a compelling purpose for the pathway. The mission and vision has limited impact on pathway outcomes.	The pathway includes a vision and mission that provide a clear, concise, compelling picture of what the pathway aims to achieve, describes its fundamental reason for being, includes rigorous standards for pupil performance, describes priorities that are meaningful, measureable, and attainable. The mission and vision is clearly integrated into most aspects of the pathway.	The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.
	Leadership Configuration	Pathway lead takes on the majority of pathway work including outreach to industry partners, setting up career & college exploration visits, managing pathway student recruitment, and all business aspects of pathway operation including budget, purchasing and state required reports. Teachers do not identify as members of a pathway.	Pathway is co-lead by two teachers who manage all pathway operations listed previously. Teachers understand they teach in a pathway but they identify themselves as content teachers first and pathway teachers as second.	Pathway development and management are shared by the majority of the pathway team with some teachers taking lead on various aspects of pathway collaboration, for example; student support, recruitment and industry outreach. The majority of teachers identify themselves as pathway teachers who teach a specific content	Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.
	Distributive Leadership	Pathway teachers request support from site and district leaders in order to ensure that necessary conditions are in place for successful program implementation	Pathway staff, school and district leaders, and partners: Collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation	Pathway staff, school and district leaders, and partners: Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation	**Meeting +** Are accountable for ensuring that necessary conditions are in place for successful program implementation Are supported by district policies that ensure program effectiveness

Equity, Access and Achievement

A Linked Learning pathway pursues both excellence and equity as mutual goals. A pathway establishes high achievement expectations for all students and practices non-discriminatory and inclusive policies, practices, and pedagogy. The pathway is equitably accessible to and serves well any interested student, regardless of race, ethnicity, gender, sexual orientation, socioeconomic status, special needs, or prior academic achievement. An equity-focused pathway intentionally reflects the diversity and strengths of its school, community, and district, and the grouping of its students is heterogeneous, flexible, and equitable.

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Equity	**Open Access and Equitable Opportunities**	Relies primarily on informal encouragement from counselors, teachers, family, or friends for recruitment Tends to attract a privileged or otherwise homogeneous group of students Uses prior academic achievement or background/history as criteria for enrollment	Is beginning to shift its admissions process from random or informal student encouragement to one that is based on student choice Is developing plans to broaden recruitment efforts with middle school students Is developing a plan to ensure open access for all students	Has admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history Has admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest Uses diversity as a core principle underlying recruitment efforts with middle school students	**Meeting +** Has established practices and policies to promote open access and diversity through collaboration with business and community partners Does not track students once they're enrolled within the pathway and does not have academic achievement requirements to continue within the pathway
	Diverse Student Representation	The pathway's admission processes and practices: Yield a student demographic and achievement distribution that does not reflect efforts to achieve diversity that reflects Oakland.	The pathway's admission processes and practices: Are yielding some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland	The pathway's admission processes and practices: Have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.	**Meeting +:** Result in multiple years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.
	Closing the Opportunity Gap	Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth are supported with targeted programs but not integrated into all four pathway elements.	Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth, are integrated into some pathway elements (ie WBL) but not all elements.	Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth, are integrated and strategically supported in all pathway development	**Meeting+:** All students are successfully meeting all benchmarks for student achievement relative to all other subgroups in the pathway.

Program of Study

An industry-themed pathway program of study brings coherence to the four core components of Linked Learning: rigorous academics, real-world technical skills, work-based learning, and personalized supports. It intentionally coordinates and sequences student learning experiences in a way that integrates rigorous academic and technical core curricula. The pathway theme is broad enough to appeal to and engage all students. The program of study maximizes cohort scheduling to ensure that all pathway students are offered the opportunity to earn postsecondary credit and are prepared for success in the full range of postsecondary options.

<table>
<tr><th colspan="2" rowspan="2"></th><th>Beginning & Designing (1)</th><th>Developing & Approaching (2)</th><th>Meeting and Advancing (3)</th><th>Excelling and Sustaining (4)</th></tr>
<tr></tr>
<tr><th rowspan="3">Program of Study and Master Scheduling</th><th>Pathway Theme</th><td>Has been selected based on limited elements, such as teacher expertise and courses historically taught on campus

Has been selected by teachers or central office without community analysis including students, teachers, and industry.</td><td>Has been selected based on a review of students' interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district

Has been selected by a team that includes students, teachers, industry partners, and district support personnel.</td><td>Has been selected based on criteria in Developing and Approaching

Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards

Appeals to a broad diversity of students, regardless of their postsecondary aspirations</td><td>**Meeting +**

Is vetted through a regular review by industry and postsecondary partners, school staff, and students to ensure that it is aligned to current regional workforce needs</td></tr>
<tr><th>Integrated Core</th><td>Integrates some academic and technical coursework

May be aligned to grade-level academic and CTE standards</td><td>Integrates some technical and academic coursework across subject areas at each grade level

Is aligned to grade- level academic and CTE standards</td><td>Integrates the majority of academic and technical coursework in all grade levels

Is aligned to grade- level academic and CTE standards and provides all students, regardless of prior academic achievement, with the opportunity to meet A-G requirements.</td><td>**Meeting +**

Integrates all academic and technical coursework in all grade levels

Provides students with a comprehensive sequence of WBL experiences</td></tr>
<tr><th>Cohort Scheduling</th><td>Is in the planning stages of allowing students to be scheduled as a cohort

Allows a few or no pathway teachers to collaborate as a team (usually in pairs)</td><td>Allows some, but not all, pathway students to participate as a cohort in multidisciplinary projects

May allow pathway teacher teams to have common preparation time

Supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects</td><td>Ensures that nearly all pathway students participate as a cohort in the pathway's academic and technical courses

Ensures that most grade- level pathway teachers share a common preparation period

Ensures flexible use of time and instructional methodologies that enable all pathway students to participate in multidisciplinary projects</td><td>Facilitates enrollment in advanced placement, interventions, and/or other pathway electives without removing students from pathway core.

Ensures that all pathway students participate as a cohort in the pathway's academic and technical courses

Ensures that grade-level pathway teacher teams have common preparation period</td></tr>
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Learning and Teaching

Pathway students engage in inquiry- and project-based learning that is outcome-focused, rigorous, relevant, and collaborative. Members of the pathway community of practice plan such learning experiences for students: they regularly collaborate to develop and articulate standards-aligned grade-level, course, and project outcomes to organize the pathway's program of study and guide assessment, curricular, and instructional planning. They also use performance assessment tasks with common rubrics to assess, monitor, and support every student's progress toward mastery of college and career ready pathway learning outcomes. The community of practice regularly engages in professional learning, evidence-based inquiry, and reflection to continuously improve their practice.

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Building a Rigorous Academic Core Student Conditions	**Rigorous, Relevant and Integrated Learning**	Pathway teaching and learning **rarely** involves: Student-centered, research-based instructional and learning strategies Standards-based, project- or problem- based learning that: Aligns with the pathway theme Involves critical thinking, problem solving, and production of products or services	**Some** pathway teaching and learning involves: Student-centered, research-based instructional and learning strategies Standards-based, project- or problem- based learning that: Integrates academic and technical content Aligns with the pathway theme Involves critical thinking, problem solving, and production of products or services	The **majority** of pathway teaching and learning time involves: **Approaching +** Reflects the processes and products of industry professionals Involves critical thinking and creativity and requires students to make connections across the curriculum Involves the design and **public defense** of high-quality products or services	**Meeting+** Pathway teacher teams ensure that students: Apply their knowledge and skills in **new and unpredictable situations** Interact regularly with industry, postsecondary, and community partners
	Collaborative learning	**Some** pathway teachers: Provide daily opportunities for students to work in heterogeneous pairs or groups	**Most** pathway teachers: Ensure that all students have daily activities that require them to work in heterogeneous pairs or groups Provide specific skill instruction in collaborative learning Are beginning to document students' growth in and mastery of effective teaming skills, including project management, group roles and accountability, and conflict resolution	**All** pathway teachers: Ensure that all students have extended, daily activities that require them to work in heterogeneous pairs or groups Provide specific skill instruction and differentiated support to students in collaborative learning Assess students regularly and ensure that all students demonstrate effective teaming skills, including project management, group roles and accountability, and conflict resolution	**Meeting +** Have students regularly reflect on their collaboration skills and their impact on their own learning Have students share their work processes and products with others Ensure that students have regular opportunities to collaborate with industry, postsecondary, and community partners in collaborative learning

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Building a Rigorous Academic Core Teacher Conditions	**Sharing Best Practice**	Share strategies and resources to improve their instructional practice	Share lessons, resources, and best practices to improve their instructional practice	Observe one another's teaching, share lessons and resources, and give and receive feedback to improve their instructional practice.	**Meeting +** Actively incorporate feedback from observations into pathway professional development, retreats, and planning that supports the healthy development of best practices.
	Collaboration Time	Informally or intermittently collaborate during the school year to discuss program coordination, individual student needs, and curricular alignment or integration	Meet to create integrated projects and design assessments during at least biweekly scheduled collaboration time	Collaborate during weekly scheduled time, use effective meeting processes, and distribute leadership responsibilities	**Meeting +** Demonstrates a high level of team functioning through the use of formalized protocols and routinized processes
	Professional Learning	Pathway does not have structured time in schedule to provide PD on a regular basis. There is a clear process for identifying the topics and training pathway teachers need in order to improve student outcomes. Many topics will be covered in that PD, or the PD described does not align with the mission, values, and goals of the schools, does not meet the needs of the educational program, does not align with the school calendar, and/or does not take into consideration the needs of the staff. The pathway does not have a structure for analyzing the effectiveness of the professional development.	Pathway members occasionally attend PDs that are focused on the unique needs of pathway development and continuous improvement Some teachers share best practices, lessons, and resources to improve instructional practice Some teachers engage industry partners in PDs that focus on project design and assessment with a focus on application of academic content within the industry context. Pathway teachers have the opportunity to attend PDs that pertain to their specific content area as well as PDs aligned to the needs of the pathway. District PD is not competitive but complementary.	Pathway teams regularly attend PD's that are focused on the unique needs of pathway development and continuous improvement. Pathway teachers observe one another's teaching and give and receive feedback to improve their instructional practice Pathway teachers participate in PD on how to analyze and use date in a cycle of inquiry using student level data that includes both standardized tests as well as examples of student work from performance based assessments.	**Meeting +** Daily and constant collaboration among the team with the goal of constantly improving instruction. The process of instruction is dynamic with teachers constantly striving to adopt their teaching and curriculum when projects and lessons are not having the desired effect. Pathway teachers have adopted a growth mind-set and challenge the prevailing discourse and conceptions about learning and expectations for students. Instructional discourse and strategies for all students center on raising equity consciousness across the pathway.

Work-Based Learning (WBL)

All students participate in a personalized and coordinated continuum of work-based-learning (WBL) experiences designed to help them master and demonstrate academic, technical, and 21st Century skills, as identified in the pathway student learning outcomes. WBL builds on and extends every pathway's program of study. WBL occurs in-person and online: in the work place, the community, and at school. Students acquire academic, technical, and 21st Century knowledge and skills through WBL, all of which enhance their preparedness for the demands of college and careers.

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Work Based Learning	**Types of Student Experiences**	Is conducting outreach to identify WBL experiences Is examining models to develop their own continuum of WBL experiences Has ad-hoc WBL experiences for some students	Provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation Has a plan of sequenced WBL experiences Has WBL opportunities at each of the pathway's grade levels for all students	Provides every student with a personalized 3- or 4- year sequence of experiences following the WBL continuum Has sequenced WBL experiences that culminate in an intensive career training and/or career preparation experience Has WBL opportunities at each pathway level for all students, in alignment with the needs identified by industry and postsecondary partners	**Meeting +** Provides students with opportunities to be exposed to, learn about, and analyze the changing demands and future trends of the labor market Uses a formalized process to regularly gather input from industry and postsecondary partners regarding the quality of student WBL experiences, labor market trends, and additional WBL opportunities
	Pathway Outcomes	Is creating a plan and timetable to begin developing WBL experiences across grade levels	Has created a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject area per grade	Is implementing a WBL plan for all students across grade levels that integrates with academic and technical coursework in ways that support interdisciplinary experiences and learning outcomes Ensures that all WBL experiences support student progress toward attaining the identified student learning outcomes	**Meeting +** Provides WBL experiences at each grade level that integrate learning outcomes from all academic and technical courses Demonstrates evidence that WBL experiences are integral to students achieving pathway student learning outcomes
	Pathway Evaluation	Is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences	Has designed evaluation strategies, in collaboration with business and industry partners, to assess the effectiveness of WBL experiences Is developing a plan to evaluate the impact of WBL experiences	Uses assessment criteria to measure the effectiveness of the pathway's WBL plan, including identification of needed improvements to the program Evaluates the WBL experiences at least twice a year	**Meeting +** Has evidence of using WBL assessment data, in collaboration with business and industry partners, to evaluate the scope, quality, and ongoing improvements to WBL experiences

Personalized Student Support

Every pathway student is supported by pathway staff, partners, and families. The pathway community of practice tailors learning experiences to students' individual developmental needs, skills, strengths, interests, and aspirations. Pathway staff, in consultation with families and service providers, identify and address the academic, personal, and social-emotional needs of every student so that she or he makes progress toward achieving personalized college and career goals and pathway student learning outcomes.

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Personalized Student Support	**Support of Student Needs**	**Individual pathway teachers:** Take time to get to know some individual students Informally identify students' academic, personal, and socio-emotional needs Access general school and district academic interventions to address student needs	**The pathway team:** Assumes collective responsibility for getting to know all pathway students Collaborates to identify student academic, personal, and socio-emotional needs Provides some targeted, culturally responsive interventions to support the academic, personal, and social-emotional needs of most students Communicates with families regarding the interventions provided to students	Through **established structures** and processes, the pathway team: Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations Identifies and monitors student academic, personal, and social-emotional needs Provides culturally responsive and timely intervention and acceleration strategies to support each student's success Engages families and leverages community, school, and district services to address students' academic, personal, and social-emotional needs	**Meeting +** Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations
	College and Career Plan	Cooperate with counselors to assure that students complete a 4- year high school plan Share their personal knowledge about college and career options Provide or arrange periodic college and career exploration activities for students	Collaborates with counselors to support students in developing and implementing individualized college and career plans Provides and/or arranges some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options Provides or arranges several college and career exploration activities per year	Collaborates with counselors and families to support all pathway students in identifying career goals and aspirations and in creating an individualized 6- to 10-year college and career plan to reach those goals Provides tools, processes, and activities that empower students to make informed decisions, execute and annually monitor their college and career plans, and successfully navigate the transition to postsecondary options	**Meeting +** Empowers students to assume responsibility for developing, executing, and monitoring their own college and career plans Supports students to, at least once each semester, review their progress with their families and their advisors

* Measure N Initial Pathway Assessment was abridged and adapted from ConnectEd's 7 Essential Elements