Traits of Pathways	Getting Started	Refining
Are the pathways at our school **open and accessible to all** students?	- Highlight pathways in the program of studies and in school-home communications - Eliminate prerequisites to pathways	- Examine data regarding pathways participation by all demographic groups - Conduct focus groups to gauge student feelings about accessibility
Are pathways integrated into our school **program and culture**?	- Recruit business and community organizations to offer student learning opportunities. - Identify specific pathways director(s) for school/district. - Collaboratively examine school schedules to maximize flexibility for student learning. - Build collaborative time into teachers' schedules with the express task of creating flexible pathways for student learning in and out of school.	- Publicly celebrate the variety of ways students learn. Host exhibitions, utilize social media, and communicate regularly with the community about the diversity of learning opportunities through pathways. - Consider redefining roles and responsibilities to adequately support pathways. - Collaborate with local districts to create and supervise pathways, sharing personnel costs.
Are the pathways we offer **flexible and varied**?	- Connect with already established programs outside of school (ie: on-line, community college, apprenticeship courses) instead of building everything from scratch. - Offer students independent study opportunities both within and beyond courses. - Identify community events and programs already in place that could be connected to school curricula.	- Initiate specific weeks/days for out-of-school learning to encourage student exploration of different pathways. - Host student-facilitated community focus groups to identify potential pathways for student learning. - Ensure a transparent process for students to propose pathways for themselves and the school.

Action Steps**

Traits of Pathways	Getting Started	Refining
Are there **opportunities for students to personalize** their experiences?	• Use layered teaching approaches or assessment menu options within courses to expand choice for students. • Expand curricular content choices to include a wider range of options for students to choose from.	• Encourage students to consider learning standards and personally select content and demonstration methods to meet standards. • Utilize a wide range of technologies (digital and analog) for students to reach broader content and audiences.
Do pathways result in **equitable outcomes**? Are all pathways vehicles for **rigorous, complex learning**?	• Provide planning tools and documents to encourage teacher reflection on rigor in all learning experiences. • Establish school-wide expectations for outcomes for pathways; identify common data points for all pathways.	• Train teachers and community members in common scoring guides to establish high quality student work. • Publicly report on pathways' progress in meeting outcomes.
Do all pathways **align to graduation standards and requirements**?	• Map current courses and other learning experiences to graduation proficiencies. • Explore, through community forums or roundtables, the variety of ways students could meet graduation proficiencies. • Explicitly include connection to graduation proficiencies in any new pathways proposals.	• Organize pathways by common proficiencies, not solely by topics, so students see connections and can move more flexibly between pathways. • Utilize student portfolios to collect evidence of proficiency from a wide range of learning experiences.