## Flexible Pathways: Action Steps

<table>
<thead>
<tr>
<th>Traits of Pathways</th>
<th>Getting Started</th>
<th>Refining</th>
</tr>
</thead>
</table>
| 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. |
## Flexible Pathways: Action Steps

<table>
<thead>
<tr>
<th>Traits of Pathways</th>
<th>Getting Started</th>
<th>Refining</th>
</tr>
</thead>
</table>
| **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 pathway 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. |