

Flexible Pathways: Action Steps

Traits of Pathways	Getting Started	Refining
Are the pathways at our school open and accessible to all students?	<ul style="list-style-type: none"> ● Highlight pathways in the program of studies and in school-home communications ● Eliminate prerequisites to pathways 	<ul style="list-style-type: none"> ● 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 ?	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 ?	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.

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<p>Are there opportunities for students to personalize their experiences?</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Do pathways result in equitable outcomes? Are all pathways vehicles for rigorous, complex learning?</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Train teachers and community members in common scoring guides to establish high quality student work. • Publicly report on pathways' progress in meeting outcomes.
<p>Do all pathways align to graduation standards and requirements?</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.