

Design Guide

Personalized Pathways



Traits of Pathways

Weaker Pathways

Stronger Pathways

Are the pathways at our school **open and accessible to all** students?

The use of pathways is the exception. Students usually access pathways through advocacy or referral. Students must “earn” access to pathways.

Pathways are known and accessible to all students. Participation in pathways is consistent across all demographic groups. Prerequisites are not barriers to access.

Are pathways integrated into our school **program and culture**?

Pathways are individually designed. Pathways function as an add-on. Community knowledge and support is inconsistent. School structures can be obstacles to implementation. Pathways operate for a limited group or carry a stigma.

Pathways are coordinated and resources are dedicated to supporting them. Flexible school structures support implementation. Pathways connect the school and community. Pathways are integrated into the school fully and learning in varied ways is celebrated.

Are the pathways we offer **flexible and varied**?

The range of pathways available for students is limited. Pathways are used as distinct and rigid courses of study or programs.

A range of pathways exist in classrooms, in co-curricular activities and outside of school. Pathways vary in length of time, learning environment (i.e.: school-based, community-based, blended, on-line) and depth of study. Students have many opportunities to move among pathways.

Are there **opportunities for students to personalize** their experiences?

Student choice is primarily limited to the selection of a pathway, course of study, or learning experience. Within these, students experience little opportunity to direct their learning.

Students exercise choice where appropriate in content, process, and demonstration of learning. Teachers and mentors guide student decisions.

Do pathways result in **equitable outcomes**? Are all pathways vehicles for **rigorous, complex learning**?

Data on pathway outcomes is not complete or comprehensive. There are discrepancies in the levels of complex thinking or rigor of different pathways. Not all pathways result in student preparation for college, careers, and/or citizenship.

A range of data—both qualitative and quantitative—are used to assess pathway outcomes. All pathways prepare students for success in college, careers, and/or citizenship. Educators and community members collaborate to ensure that student work is assessed according to common high standards.

Do all pathways **align to graduation competencies and requirements**?

Alignment to graduation competencies varies among pathways.

All pathways/courses allow students to demonstrate proficiency on graduation competencies or meet graduation requirements.

