Creating a Quality Pathway

Rubric II

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

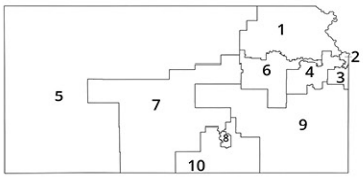
OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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Kansas leads the world in the success of each student.

Jan. 18, 2024

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RUBRIC II

Why this rubric was developed?

This document resulted from multiple field interactions where CTE administrators and classroom practitioners asked "what makes a quality Pathway?" The information gathered was organized into four components, which are serving as the four components of this self-evaluation tool— **partnerships, professional development, instructional strategies, and physical environment.**

Why should the rubric be used?

This tool can offer a method of determining the quality level of a pathway presently and offer guidance toward creating and/or maintaining a quality CTE experience. In addition, the results of the survey serve as guidance for what should be addressed within the CPPSA in Section Two— Improvement Plan. Please note, this self-evaluation should be completed per Pathway and involve the advisory committee.

How do I use the rubric?

The self-assessment rubric that follows is intended to be an authentic gauge of actual implementation and results, and can be used to target areas for assistance and improvement:

1. Review each indicator under the components and select the stage that fits the current status of your Pathway. (*See 'Defining Each Stage' below for details.)

2. Once you have identified your stage, move to the next indicator and repeat until completed.

3. Once all components have been reviewed, move to the analysis section (last page) to determine your needed improvements and/or maintenance.

4. Note the improvements needed and set them as your goals within the CPPSA Section Two— Improvement Plan adding details to make them SMART goals. (Refer to the Advisory Committee Handbook for more on SMART goals.)

*Defining Each Stage: Each stage is referring to a different level of status or achievement. Use the following definitions to understand each stage level. Select the level which reflects the present status:

- **Missing or Non-Existent:** The indicator is missing or was not addressed presently.

- Needs Improvement: Little or no experience/achievement has been made with this characteristic or additional resources and support are needed to move beyond an introductory level. This is an area of possible future improvement within the CTE pathway.
- Improving: Work has started toward the creation of a quality pathway, however additional resources and/or support is needed; This level shows progress is being made, but additional improvement is necessary.
- Promising: Numerous experiences and past achievements are easily documented and/or full support and adequate resources are in place to continually meet the characteristic and continue to grow.
- Exemplary: Achievement is at the exceptional level with evidence of a vast amount of experience, growth, and continuous improvement and/or full support and collaboration by the district, community, business & industry and postsecondary institutions. Long term improvement plan goals have been identified and are being acted upon in a continual manner

I. Partnerships

Partnerships refer to the cornerstone of a CTE program for student involvement in the community and workplace with local and regional businesses. Partnerships are also connections with all *educational partners*, including fellow teachers, parents, the community, organizations, and post-secondary institutions/faculty as well as business and industry.

Indicators (in blue)

A. All partners, including advisory committee members are familiar with the current goals, objectives, prerequisites, activities and accomplishments of the CTE pathway.

- ☐ Missing or non-existent.
- ☐ Needs Improvement—Communication is limited to in-school groups and only if requested; No program data is shared; Interaction with parents is only through Parent Teachers Conferences; Advisory committees only meet to say they met, no real interaction or active involvement takes place.
- ☐ Improving—Program activities are communicated irregularly with partners; Interactions with partners including parents is minimal; Advisory committee meeting attendance is the only interaction; Member input plan is in place.
- ☐ Promising—Partners are involved in school events, Interactions in addition to advisory committee work are taking place; Pathway goals, objectives and etc. are understood and promoted; Communication is regular and with purpose; Advisory committee participation is seen but interaction is limited or only for a few of the members.
- ☐ Exemplary—Partners have exceptional understanding of the pathway and offer input in a continuous manner; Well-planned interactions have taken place; Classroom instruction has benefitted from the partnership; Advisory committee participation is strong and active.

B. Partners reflect diversity of pathway occupations and active relationships in place with business/industry, community leaders, and post- secondary partners.

- ☐ Missing or non-existent.
- ☐ Needs Improvement— Potential partners are identified who represent the diversity of the related occupations but not in place; Communication has been one way; Partnership interaction is minimal.
- ☐ Improving—Partnerships were identified and initial contacts made which reflect the diversity of the related occupations; Relationships are being created; Partnership benefits are being identified and plan developed (and reflected in the CPPSA).
- ☐ Promising—Partnerships are in place which represent the diversity of the related occupations; Open dialogue is occurring; Range of interaction is being identified and an action plan is developing which addresses both teacher and student needs.

☐ Exemplary—Both school and partners are benefitting from the relationship; Respect and support for each other is occurring in support of teachers and students; Advisory committee work is recognized as part of the "Relationships" section of the school accreditation model "KESA".

C. Formal work of the advisory committee includes reviewing student data, gathering students input and analyzing Pathway data to provide guidance on pathway decisions, which are valued by school administration and decision makers.

☐ Missing or non-existent.
☐ Needs Improvement—Committee is in place but does not know of Pathway data or does not understand what the data is or how to use it for making decisions; Committee is not involved in pathway decisions; Students are not part of the committee; Committee input is not shared with school administration and decision makers.
☐ Improving—Some data is provided, but clarification is not provided; Committee is involved in some decisions; Pathway data and student input is gathered but has limited value; Data is not valued by school administration or BOE at level it could be when making CTE pathway decisions.
☐ Promising— Data is pulled from a variety of credible sources and explained as needed; Committee mines data and considers it when making major decisions; Students are part of committee work; School administrators/BOE consider input; KESA alignment is explored.
☐ Exemplary—Committee members are aware of data and active in advising Pathway related decisions; Students play an active role; School administration and BOE follow committee input when allocating resources to promote a quality Pathway; Advisory committee work is recognized as part of the "rigor" and "relationships" section of the school accreditation model of "KESA".

D. Regular formal advisory committee work is completed to build and document continuous Pathway improvement.

☐ Missing or non-existent.
☐ Needs Improvement—Meetings are held without planning or quorum; Business is minimal and unrelated to Pathway; Pathway needs are ignored; No improvement plans are in place. Records are unorganized or missing.
☐ Improving—Meetings are held twice a year and records are in place and reviewed routinely; Pathway business is handled and records are kept; Improvements plan is ignored.
☐ Promising—Meetings are held at least twice a year; Committee business agenda is well planned and indicates progression toward improvement of the CTE Pathway; Records are organized and valuable as a reference tool; Improvements are well thought out and aligned to Pathway needs.
☐ Exemplary—Meetings are held at least twice a year, but can be more as determined by the improvement plan; Records are organized and valued not only by the advisory committee, but by school administration/BOE and basis for guiding Pathway expenditure; Improvement plan reflects work of the advisory committee and is referenced in meeting minutes.

II. Professional Development

Professional Development refers to the continual, focused training and education required to achieve and keep teachers highly qualified. Teachers are ultimately the individuals who analyze their teaching effectiveness and ensure the other components of a quality Pathway are in place consistent with the needs of the *educational partners*. This component is also tied to *Instructional Strategies* which require continual assessment and modification. Professional Development should be considered a priority to a quality Pathway.

Indicators: (in blue)

A. **The instructor has a well thought out professional development plan that reflects the present and future needs of their discipline, career clusters and/or content standards. Formative and summative assessment results as well as observed student skill set and third-party input is considered.**

☐ Missing or non-existent.
☐ Needs Improvement— Assessment data is not collected or considered when developing the plan; Plan is missing content that reflects scope of discipline; Plan has limited details showing implementation; Plan is not based upon standards, industry validated technical skills and/or real-world applications.
☐ Improving— Limited assessment data is collected and/or not considered when developing the plan; Plan covers all content needs; Plan considers information, skills, etc. currently used in the classroom; Plan is somewhat based upon standards, industry validated technical skills and/or real-world applications.
☐ Promising— A range of assessment data is collected but only a portion is considered when developing the plan; Plan covers all content needs; Plan information is basis for change in curriculum; Plan reflects, and is implemented to address standards, industry validated technical skills and/or real-world applications.
☐ Exemplary— A range of assessment data is collected and used to develop a comprehensive professional development plan; Plan addresses quality and rigorous growth in instructional practices today and projected transitions in the future; Continual innovation is searched for and implemented in the classroom; Plan results show an improved understanding of standards, industry validated technical skills and/or real-world applications as reflected in classroom/instructional changes.

B. **The instructor has taken part in research-based educational professional development opportunities to address program and/or Pathway needs which is reflective of the Pathway and/or discipline.**

☐ Missing or non-existent.
☐ Needs Improvement—Participation in random, non-research-based workshops with no evidence of regular or focused professional growth achievement; Limited if any interaction with academic faculty or subject matter experts.

☐ Improving—Actively participates in research-based workshops or classes related to pathway considered best practice; Looks for ways to collaborate work with academic faculty, and/or subject matter experts but only in planning phase.

☐ Promising— Actively looking for innovative and research-based experiences that lead to instructional changes and/or personal growth (could include technical trainings, earning certifications/credentials, taking part in externships and/or college credit coursework); Collaboration with academic faculty and/or subject matter experts is common and intentional.

☐ Exemplary—Actively participating in innovative and research-based experiences as a teacher or role mode to others in the field; Certification is earned, technical training and/ or advanced degree related to field is being worked toward; Collaboration with academic faculty and/or subject matter experts (including business and industry) is in place and student results show benefit.

C. Active professional membership is evident in related state and national professional education associations.

☐ Missing or non-existent.

☐ Needs Improvement—Nonmember but participates/attends some professional events or conferences.

☐ Improving—Member of and participates in annual state meetings and/or events annually.

☐ Promising—Active member on committees and/or participation/attendance at national level events.

☐ Exemplary—Holds leadership positions in professional organizations at the state or national level; Participates actively at the state or national levels.

D. Teacher holds expertise, education, and training to become, or remain highly qualified to teach this CTE pathway.

☐ Missing or non-existent.

☐ Needs Improvement—License requirements are in place; Technical skills or content knowledge is incomplete or lacking; Ability to enhance leadership development and personal growth in students (CTSO) is missing or weak; Administration support for growth is lacking or missing.

☐ Improving—License requirements are in place; A plan for obtaining technical skill training, student leadership development/personal growth (CTSO) advisor training and/or content knowledge is being implemented; Administration support is minimal.

☐ Promising—Skill set and/or certifications required of the Pathway is held, but advanced training(s) is/are needed to maximize ability to meet or exceed Pathway requirements and promote student leadership/personal growth (CTSO); Administration support is in place and practiced.

☐ Exemplary—Skill set includes content knowledge and technical skills to be able to instruct students successfully; Knowledge related to developing leadership in students is demonstrated (including CTSOs); Administration support is strong for teacher improvement through completion of trainings/education as needed.

III. Instructional Strategies

Instructional Strategies are the practices used to reach all students in a CTE Pathway experience. These strategies enhance the learning experience through the recognition of diversity and learning needs through the implementation of research-based concepts and innovation. This component is related to *Partnerships* which direct to some degree the end result of instruction, as well as the *Professional Development* required of CTE instructors.

Indicators: (in blue)

A. Instruction is sequential and balanced between classroom & laboratory/hands on instruction, and leadership & personal development. Post- secondary connections are made.

☐ Missing or non-existent.

☐ Needs Improvement—One component of the classroom (laboratory instruction, and leadership and personal development) dominate the curriculum, while others are minimally addressed or ignored; Sequence of skill development is missing or in place but not followed; Post-secondary alignment is ignored; Articulation agreement is not selected based upon student benefit.

☐ Improving—While one component of the curriculum is clearly dominating the instruction, there is a plan for bringing the deficient area(s) into balance with input from the advisory committee and state staff; Sequence of skill development (normally illustrated by class enrollment order), is advertised and recognized, but enrollment does not follow it; Post-secondary alignment is being explored; Articulation agreements are being reviewed so the best options are promoted. .

☐ Promising--Evidence exists that an attempt is made to balance the curriculum across all components utilizing input from the local advisory committee; Sequence of skill development (normally illustrated by class enrollment), is advertised and recognized and followed in some degree; Post-secondary alignment is in place, dual credit is being explored; Articulation agreements are reviewed and all which align to the pathway parameters are promoted as options for students (even though only one is part of the CPPSA).

☐ Exemplary—A well-planned balance exists among all curriculum components. The balance is documented and is a result of collaboration with all stakeholders and state requirements; Sequence of skill development (normally illustrated by class enrollment order), is advertised, recognized and followed for all CTE students; Post-secondary alignment is in place, dual credit (as fitting students' ability and competency alignment) and articulation agreements are encouraged through transcript inclusion and student/parent communication.

B. Authentic contextual student experiences (experiential and project/problem based) are integrated into instruction.

☐ Missing or non-existent.

☐ Needs Improvement—Less than 50% of applicable lessons have authentic student experiences integrated into the instructional methods; Authentic experiences are not aligned to the context, discipline nor pathway; Experiences are not aligned to the context of the discipline, content nor Pathway.
☐ Improving—50% or more of applicable lessons have authentic student experiences integrated into the instructional methods; Authentic experiences are weakly aligned to the context, discipline and/or Pathway.
☐ Promising—At least 75% or more of applicable lessons have authentic student experiences integrated into the instructional methods; Authentic experiences are aligned to the context, discipline and pathway with little involvement of business and industry and community partners.
☐ Exemplary—All applicable lessons have authentic student experiences integrated into the instruction; Authentic experiences are aligned to the context, discipline and Pathway, involving business and industry, and community partners as much as possible.

C. Experiential learning and leadership development and student growth are integrated into the instructional program. Career and Technical Student Organizations (CTSOs) aligned to program of study content are considered best practice for CTE due to rigor, relevance and ability to document skill development (including technical skills, academic integration and employability skills).

☐ Missing or non-existent.
☐ Needs Improvement—Leadership development and personal growth opportunities (as in CTSO) are missing or not an integral, intra-curricular part of the classroom; Experiential learning is minimally included, or lacks rigor and/or class skill alignment; CTE support for student growth is not apparent.
☐ Improving—A plan to add a CTSO and utilize the classroom related resources is in place; Experiential learning is limited, but being expanded; CTE support for student growth has been identified as part of the CTSO plan.
☐ Promising—Leadership development and personal growth through CTSOs are aligned to national parameters and embedded in instruction at advancing levels; Experiential learning is widely used to demonstrate skill development; Relevant CTSO opportunities (such as competitive events) are open to all CTE students. Student growth is apparent through adviser and student support.
☐ Exemplary—CTSO's are integral to instruction; Experiential learning is considered best practice and incorporated across all content areas and offer differing opportunities; Quality experiential learning opportunities advance to address authentic applications for student growth. Student growth is apparent through adviser and student support as well as student member awards and achievements.

D. Instruction reinforces the application of relevant and rigorous content standards.

☐ Missing or non-existent.
☐ Needs Improvement—Planned instruction shows signs of rigor, but has no documented association to state or national standards.

☐ Improving—Planned instruction indicates that rigorous CTE and state/national academic content standards have been considered on a limited basis when selecting teaching methods, support materials, and context of texts utilized in the course of study.

☐ Promising—Planned instruction indicates that rigorous CTE and state/national academic standards were consulted when deciding on the teaching methods, support materials, and context of texts utilized in the course of study.

☐ Exemplary— Planned instruction indicates that rigorous CTE and state/national academic standards have been incorporated into the teaching methods, support materials, and content of texts utilized in the course of study.

E. Instruction is centered on student development and workforce training through alignment to industry standards, technical skill attainment and demonstration of strong employability skills. Updated resources are available and used.

☐ Missing or non-existent.

☐ Needs Improvement—Instruction is loosely aligned to technical skill development; Employability skills are not a focus or concern; Some industry standards are addressed; Work-based experiences do not align with federal, state and/or local laws and regulations; Work related experiences are not supervised by related CTE staff; A method of evaluating work-based experiences for effectiveness is missing.

☐ Improving—Instruction is aligned to outdated industry standards and limited technical skill development; Employability skills are not encouraged, Assessments are given but are not aligned with real world, authentic applications; Work-based experiences align with some, but not all relevant federal, state and/or local laws and regulations; Work related experiences minimally supervised by related CTE staff; A method of evaluating work- based experiences for effectiveness is being developed; Outdated resources are used with a plan being developed to update.

☐ Promising—Instruction is based upon current industry standards; Technical skills are aligned to pathway and demonstrated; Employability skills are encouraged and promoted; Work-based experiences align with federal, state and/or local laws and regulations; Work related experiences are supervised by related CTE staff, but onsite visits are missing; Issues with work-based learning are not addressed; Updated resources are being purchased (and reflected in the CPPSA improvement plan).

☐ Exemplary—Instruction is continually reviewed and modified to ensure technical skills and employability skills are achieved and demonstrated with increasing rigor; Authentic assessments with real world connections are used; Work-based experiences align with federal, state and/or local laws and regulations; Work related experiences are supervised by related CTE staff who make routine visits to assess experience effectiveness; CTE staff intervene if work experiences are not a positive experience, problem solving to address issues to recreate or replace the student in a better situation; Updated resources are used in all CTE classes.

F. Instructional methods and resources meet the learning styles and needs of all CTE students.

☐ Missing or non-existent.

☐ Needs Improvement—The instructor uses a limited variety of instructional methods; Methods and resources are not free of bias, are non-inclusive and discriminatory; Supportive services and/or tutoring is missing or limited; Barriers to special population students interfere with learning experiences, CTSO involvement and/or post-secondary opportunities.

☐ Improving—The instructor uses a variety of teaching methods and resources which are being analyzed to be free of bias, inclusive and non- discriminating; Supportive services and/or tutoring is provided, but not for all students with needs; Barriers to special population students interfere with learning experiences, CTSO involvement and/or post-secondary opportunities, but strategies are being explored and resources purchased (both are included in the CPPSA improvement plan).

☐ Promising—Learning styles and student needs (including gender and equity considerations) are the center of instructional methods with work toward resources which are free of bias, inclusive nor non-discrimination; Supportive services and/or tutoring is provided, but not at the level needed for success of all CTE students; Barriers to special population students are being addressed and a plan in place to implement (and included in the CPPSA improvement plan).

☐ Exemplary—Teacher instructional methods support the success of all CTE students regardless of their situation; Modification of instruction match needs of students; All CTE students have equal and equitable access to CTE pathways and CTSO experiences; Special populations are addressed specifically within CTE. Continued administrative support is evident; Non-traditional adaptations are included in the KESA and ESSA reporting as it documents addressing diversity.

IV. Physical Environment

Physical Environment addresses the CTE classroom, shop or lab setting where the instruction takes place. It should reflect the needs of the discipline, industry alignment, instructional methods and student needs. This component is strongly aligned with *Partnerships* which will indicate equipment and industry needs, and *Instructional Strategies* which will indicate the scope of the environment.

Indicators: (in blue)

A. Facility size, layout and labs provide for effective delivery of Pathway courses, technical skills and meet the needs of the students.

☐ Missing or non-existent.
☐ Needs Improvement—Size does not meet state regulations (such as fire marshal) or KSDE shared parameters and design is not conducive to instructional activities; Space is outdated making it difficult to meet current needs.
☐ Improving—Size meets state regulations/KSDE parameters, however does not meet needs of program; Accommodations are still needed; Plans for updating are being developed; Plans are reflected in the CPPSA improvement plan.
☐ Promising—Space meets state size and foundational lab needs as well as program delivery, however updates in facility are still needed to be fully aligned with industry experiences; Plans are reflected in the CPPSA improvement plan.
☐ Exemplary—Meets/Exceeds state regulations/KSDE parameters with innovative design; Updated facility; Plans to accommodate emerging instructional needs is in place.

B. Facility and practices meet existing local, state and /or federal health and safety standards including but not limited to environmental controls (e.g. air, temperature, water, acoustic, ventilation, light and particulate control) and safety protocol.

☐ Missing or non-existent.
☐ Needs Improvement—Safety practices /or environmental controls do not meet health and work standards and/or function poorly; No plan for improvement.
☐ Improving—Plan for improvement is in place and improvements are being made to meet health and work standards and safety protocol.
☐ Promising—Environmental controls are operational and meet current needs, but practices and protocol are not fully implemented.
☐ Exemplary—Environmental controls exceed standards and consider future needs; Safety practices are followed and all health standards are met.

C. Facility is welcoming and accessible, free from bias and discrimination.

- ☐ Missing or non-existent.
- ☐ Needs Improvement—Barriers are evident with no plan to change; Special population needs are not considered.
- ☐ Improving—Barriers are evident; Board approved plan is in place for eliminating accessibility problems, bias issues, discrimination procedures and etc, with needs of special populations identified.
- ☐ Promising—Accessible and accommodating; Facility and equipment has non-bias and non-discrimination parameters in place. Special population needs are recognized and strategies are being developed to address them; Needs minor improvements to achieve fully supportive environment.
- ☐ Exemplary—100% accessible & accommodating to students; Following a procedure and protocol which is non-bias, non-discriminating; Special populations are welcomed and supported.

D. Equipment and technology inventory is reviewed annually to indicate industry alignment upgrades needed, and a plan is developed for new purchases and replacements.

- ☐ Missing or non-existent.
- ☐ Needs Improvement—Inventory is incomplete; Equipment and technology is outdated or missing from the CTE classroom.
- ☐ Improving—Equipment and technology inventory is in place but not used to potential; Organized plan for the purchase/replacement/upgrade is under development.
- ☐ Promising—Equipment and technology inventory is revised and reviewed annually by advisory committee; Organized plan for annual purchase/replacement/upgrade is developed and being implemented; Three-year plan is in place for purchases/replacement/upgrade and specifics are reflected in the CPPSA Improvement Plan goals.
- ☐ Exemplary— Equipment and technology inventory is revised and approved by the advisory committee annually; Improvement plan is being implemented to purchase/replacement/upgrade equipment and technology; Updated equipment and technology are being used to potential.

Reflection:

Based upon the stage responses in the rubric, answer the question prompts found below. Your answers will lead you to identify improvement plan items.

What indicators did you score at the exemplary stage?
(These will need to be maintained to remain at this stage)

Which indicators did you score at the improving or promising stage?
(These are indicators of inclusion in your CPPSA Pathway improvement plan.)

Which stage indicators did you score at the struggling or missing (non-existent)?
(These are considered critical areas your CPPSA Pathway Improvement plan should address.)

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