

Career Pathways Self Assessment (Lehigh County)

ABOUT CAREER PATHWAYS

Career Pathways is an initiative to change the way students learn. It is intended to benefit all students, whatever their career goals. Career Pathways presents well-structured curriculums, which students may follow to move from their school experience to post-secondary education, technical school, and to successful careers. Academic requirements are rigorous and coupled with an emphasis on employability skills and application of their academic learning.

ABOUT THE CAREERS PATHWAYS SELF ASSESSMENT

The *Career Pathways Self Assessment* instrument allows professional staff to individually or collaboratively examine the status of Career Pathways in their local school or in their school district. A report which provides an overview of the results and the analysis of data collected will be developed following the completion of the self assessment. Further, the Career Pathways profile represented in this report serves as a platform for understanding and further action. To gain optimal utility from this report, it is recommended that (a) staff convene as partners and review the report, (b) discuss and confirm the reported status, (c) establish priorities for future activity, and (d) develop responsive professional development and /or action plans.

ABOUT YOU AND YOUR SCHOOL

Please provide the following information about you and your school on the answer sheet

Enter the 4-digit code of your school building in the A B C D columns of the **SPECIAL CODES** area of the answer sheet

Enter the following information for **items 1 through 4** of the answer sheet by using the following codes:

1. Your role: (A) Teacher, (B) Administrator, (C) Guidance Counselor, (D) Other
2. The number of years you have been involved with Career Pathways:
(A) less than 1 year, (B) 1 to 2 years, (C) 3 to 4 years, (D) 5 or more years
3. The number of years you have been involved with Career Pathways at your current school:
(A) less than 1 year, (B) 1 to 2 years, (C) 3 to 4 years, (D) 5 or more years
4. I work at a(n): (A) Elementary School, (B) Middle School, (C) High School,
(D) Career & Technical Institute, (E) Other

CRITICAL FACTOR 1: An Integrated K-12 Guided Career Process

Elements: This is what you would see in a school or school district that has an integrated K-12 guided career process.

Awareness		Implementation		
A	B	C	D	E
None	Some	Begin	Partial	Full

Faculty, staff, and community participating in planned K-12 guided career activities for students woven throughout the curriculum, including:

- ___ 5. career awareness in the elementary grades.
- ___ 6. career awareness and career exploration at the middle school level.
- ___ 7. career awareness, career exploration, and career preparation at the high school level.
- ___ 8. Faculty, staff, parents, and students participating in a comprehensive assessment of individual interests, aptitudes, and developed abilities to identify a career cluster.
- ___ 9. Faculty and staff using identified career clusters or majors to enhance integrated learning for students.
- ___ 10. Faculty and staff using printed/electronic materials to actively promote **Career Pathways**.
- ___ 11. Faculty and staff actively promoting **Career Pathways** choices that include varied post-secondary options to both students and parents.
- ___ 12. Faculty and staff conducting appropriate classroom-based guided career activities, as suggested in the **Career Pathways K-12, Resource Guide**.
- ___ 13. Faculty and staff monitoring the guided career progress for each student.
- ___ 14. Parents aware of and engaged in the **Career Pathways** process.
- ___ 15. Parental awareness of what is academically required during K-12 school programs for success in post-secondary options.

CRITICAL FACTOR 2: A **Rigorous Curriculum** Designed for each **Career Pathway**

Elements: This is what you would see in a school or school district that has a rigorous curriculum designed for each **Career Pathway**.

Awareness		Implementation		
A	B	C	D	E
None	Some	Begin	Partial	Full

- ___ 16. A rigorous scope and sequence of courses established for each **Career Pathway**.
- ___ 17. Career-relevant content and activities linked to and supporting Pennsylvania Academic and/or appropriate Technical Skill Standards.
- ___ 18. Professional staff using applied and integrated learning strategies.
- ___ 19. School-based learning enhanced with work-based learning experiences.
- ___ 20. Seamless curriculum, articulated with varied post-secondary options.
- ___ 21. Professional staff using the county-wide developed applied academic curriculum.
- ___ 22. Professional staff using data to direct and modify instructional content and delivery of career curriculum and activities.

CRITICAL FACTOR 3: **Planned Professional Development to Address Career Pathways**

Elements: This is what you would see in a school or school district that has planned professional development to address Career Pathways.

Awareness		Implementation		
A	B	C	D	E
None	Some	Begin	Partial	Full

- ___ 23. Faculty, staff, and external public engaged in customized workshops to communicate Career Pathways.
- ___ 24. Professional development related to an awareness and implementation of the Career Pathways process for faculty and staff.
- ___ 25. Professional development related to using instructional strategies that address individual learning needs and styles.
- ___ 26. Professional development which enables individuals to remain current in their content area or assignment.
- ___ 27. Professional development that involves professional staff in work-based learning experiences.
- ___ 28. Professional development to link the work-based learning experiences of students with school-based instruction.
- ___ 29. Professional development to link the work-based learning experiences of professional staff with school-based instruction.
- ___ 30. Professional development related to using assessment tools and data to modify instruction and to enhance student achievement.
- ___ 31. Professional development related to using data to enhance the Career Pathways process.

CRITICAL FACTOR 4: **An Effective Partnership with Business, Industry, and Education**

Elements: This is what you would see in a school or school district that maintains an effective partnership with business, industry, and education.

Awareness		Implementation		
A	B	C	D	E
None	Some	Begin	Partial	Full

Work-based learning experiences used to enhance school-based learning to:

- 32. increase motivation,
- 33. encourage higher academic and technical achievement,
- 34. provide practical, real-world knowledge, experience, and skills
- 35. continue focus on life-long learning.

- 36. Work-based learning experiences used to enhance career and work preparedness.
- 37. Work-based learning experiences used to facilitate the transition from school to varied post-secondary options.
- 38. Business and industry providing work-based learning experiences for students.
- 39. Business and industry providing work-based learning experiences for staff.
- 40. Business and industry participating with schools to define workplace requirements.
- 41. Work-based learning experiences used to clarify career choices.
- 42. Post-secondary institutions actively engaged in the Career Pathways process.

CRITICAL FACTOR 5: **Academic and Administrative Leadership**

Elements: This is what you would see in a school district that has leadership from the following key stakeholders: Lehigh Valley **Career Pathways** Consortium members, school administration, school board, faculty and staff.

Awareness		Implementation		
A	B	C	D	E
None	Some	Begin	Partial	Full

A culture of **team** that plays a significant role in the development and implementation of **Career Pathways** in:

- 43. my building.
- 44. my district.
- 45. Administration, faculty, and staff engaging in a team approach that ensures a well-defined curriculum planning and development effort across all grades and subjects.
- 46. School Board leadership reflected in the support and funding for school district programs that enable the development and implementation of **Career Pathways**.
- 47. The school district actively supporting and advocating **Career Pathways** in the community.
- 48. Faculty and school counselors assuming a leadership role in developing effective guidance programs and coordinating guidance and career development activities.
- 49. District staff and/or administration are involved in county-wide **Career Pathways** committees.

A system exists for assessing the implementation and effectiveness of **Career Pathways** at the:

- 50. building level.
- 51. district level.
- 52. county level.

Directions for making “Implementation Stage” choices:

The following Implementation Stage Continuum (A through E) describes a range of implementation possibilities for each of the 48 elements listed in the 5 Career Pathways Critical Factors in the self assessment instrument.

Implementation Stage Continuum*

- A** **I have no awareness of this element.**
- B** **I have some awareness of this element, but do not know about its implementation.**
- C** **This element is just beginning to be implemented.**
- D** **This element is partially implemented.**
- E** **This element is fully implemented.**

Read each element and use the Implementation Stage Continuum to select a rating that best applies to the degree that each Career Pathway Element has been implemented in your school. The Implementation Stage Continuum will be used to answer the basic question:

To what degree has this Career Pathways Element been implemented in my school?

In some cases it will be necessary for you to select a level of implementation that applies to your perception of Career Pathways in your school district or throughout the county.

Only one rating may be made for each element.

Enter the Implementation Stage Continuum letter that best describes your response in the appropriate space on the answer sheet. All responses are confidential and will be treated as anonymous data. Please note, key terms used in the self assessment instrument have been underlined and are defined in the Glossary.

- **Note:** An abbreviated version of the Implementation Stage Continuum is included on each page of the self assessment.