
Survey: Career Pathways Self Assessment (Lehigh County)

Report: Frequency Stack Bar

Date: Monday, May 19, 2003

Respondent Selection:

Respondents in Batches:

Parkland: 222
NOLEHI: 119
Salisbury: 82
NWLEHI: 95
Catty: 88
WCSD: 226
EastPenn: 245
SOLEHI: 156
AllenSD: 344

Subgroup criteria:

Springhouse Middle School: Springhouse Middle School
School# = 62 (include)

Orefield Middle School: Orefield Middle School
School# = 63 (include)

Northern Lehigh Middle School: Northern Lehigh Middle School
School# = 42 (include)

Salisbury Middle School: Salisbury Middle School
School# = 72 (include)

Northwestern Lehigh Middle School: Northwestern Lehigh Middle School
School# = 52 (include)

Lincoln Middle School: Lincoln Middle School
School# = 22 (include)

Whitehall Middle School: Whitehall Middle School
School# = 92 (include)

Eyer Middle School: Eyer Middle School
School# = 32 (include)

Lower Macungie Middle School: Lower Macungie Middle School
School# = 33 (include)

Harrison-Morton Middle School: Harrison-Morton Middle School
School# = 03 (include)

Raub Middle School: Raub Middle School
School# = 04 (include)

South Mountain Middle School: South Mountain Middle School
School# = 05 (include)

Trexler Middle School: Trexler Middle School
School# = 06 (include)

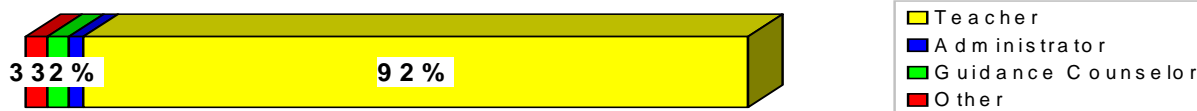
Southern Lehigh Middle School: Southern Lehigh Middle School
School# = 82 (include)

Respondents in Subgroup(s): 712

1 - Your role:

Batch: combined (1577 respondents)

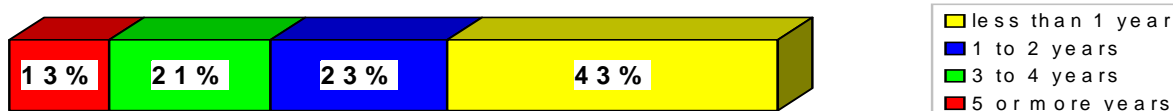
Subgroup: combined (712 respondents)



2 - The number of years you have been involved with Career Pathways:

Batch: combined (1577 respondents)

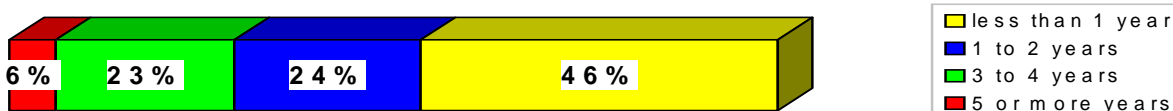
Subgroup: combined (712 respondents)



3 - The number of years you have been involved with Career Pathways at your current school:

Batch: combined (1577 respondents)

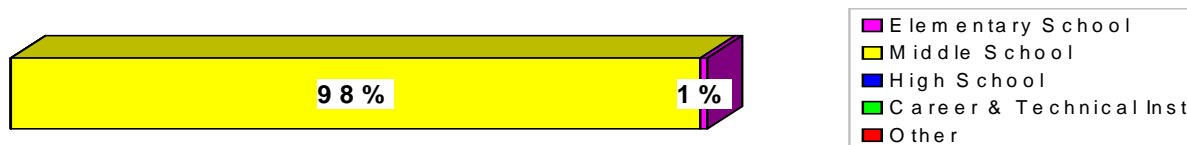
Subgroup: combined (712 respondents)



4 - I work at a(n):

Batch: combined (1577 respondents)

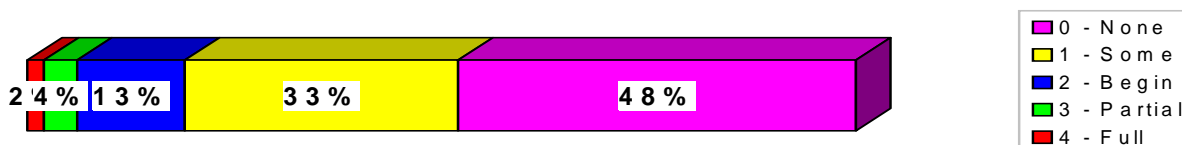
Subgroup: combined (712 respondents)



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

Batch: combined (1577 respondents)

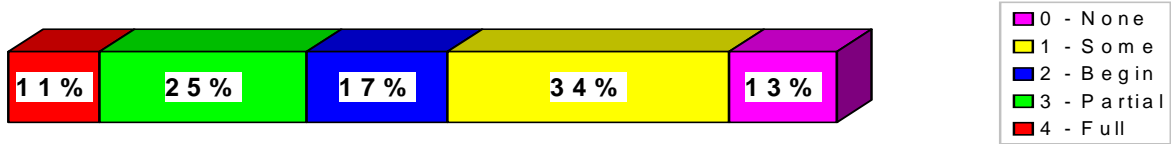
Subgroup: combined (712 respondents)



6 - Faculty, staff, and community participating in planned K-12 guided career activities for students woven throughout the curriculum, including: career awareness and career exploration at the middle school level.

Batch: combined (1577 respondents)

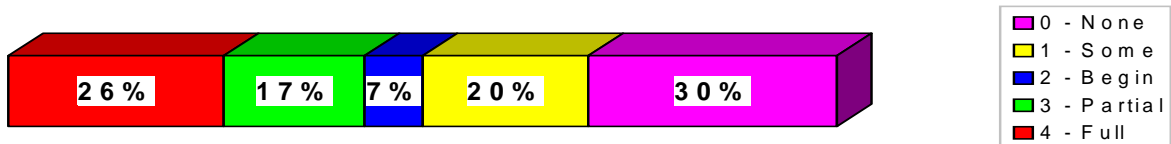
Subgroup: combined (712 respondents)



7 - Faculty, staff, and community participating in planned K-12 guided career activities for students woven throughout the curriculum, including: career awareness, career exploration, and career preparation at the high school level.

Batch: combined (1577 respondents)

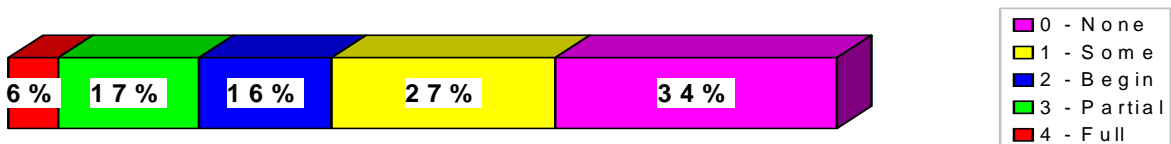
Subgroup: combined (712 respondents)



8 - Faculty, staff, parents, and students participating in a comprehensive assessment of individual interests, aptitudes, and developed abilities to identify a career cluster.

Batch: combined (1577 respondents)

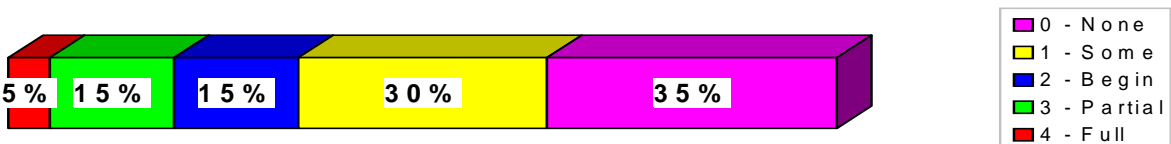
Subgroup: combined (712 respondents)



9 - Faculty and staff using identified career clusters or majors to enhance integrated learning for students.

Batch: combined (1577 respondents)

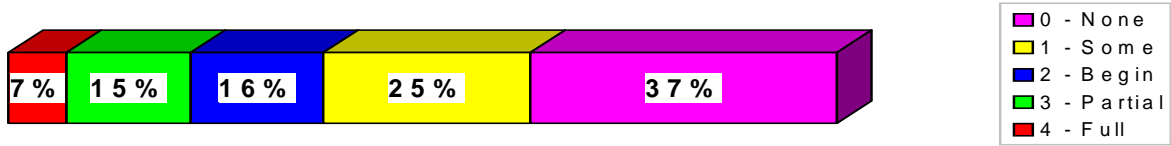
Subgroup: combined (712 respondents)



10 - Faculty and staff using printed/electronic materials to actively promote Career Pathways.

Batch: combined (1577 respondents)

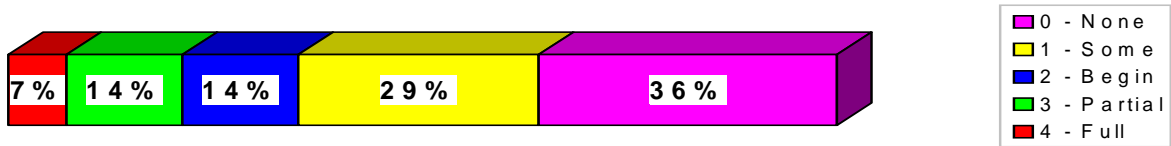
Subgroup: combined (712 respondents)



11 - Faculty and staff actively promoting Career Pathways choices that include varied post-secondary options to both students and parents.

Batch: combined (1577 respondents)

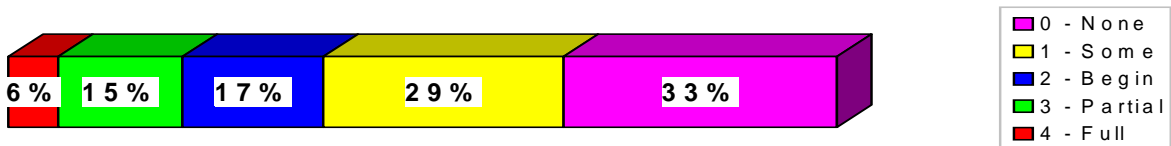
Subgroup: combined (712 respondents)



12 - Faculty and staff conducting appropriate classroom-based guided career activities, as suggested in the Career Pathways K-12, Resource Guide.

Batch: combined (1577 respondents)

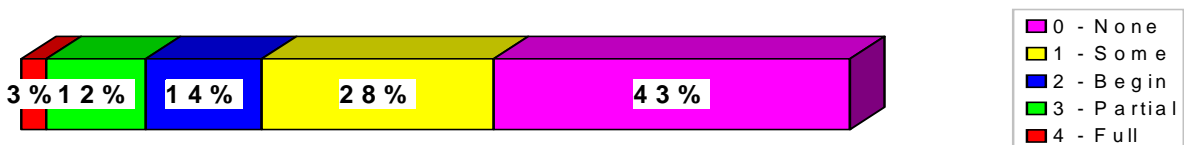
Subgroup: combined (712 respondents)



13 - Faculty and staff monitoring the guided career progress for each student.

Batch: combined (1577 respondents)

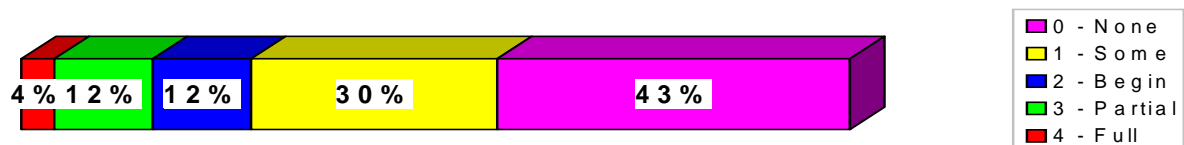
Subgroup: combined (712 respondents)



14 - Parents aware of and engaged in the Career Pathways process.

Batch: combined (1577 respondents)

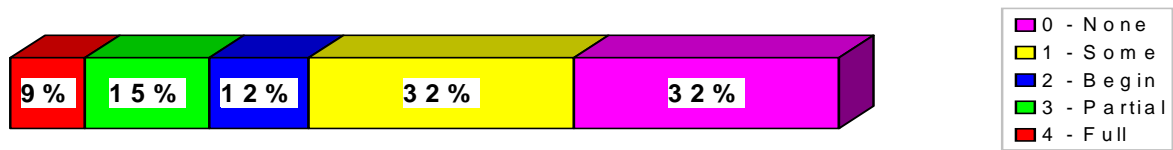
Subgroup: combined (712 respondents)



15 - Parental awareness of what is academically required during K-12 school programs for success in post-secondary options.

Batch: combined (1577 respondents)

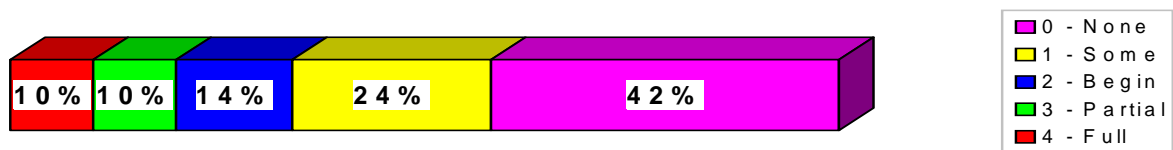
Subgroup: combined (712 respondents)



16 - A rigorous scope and sequence of courses established for each Career Pathway.

Batch: combined (1577 respondents)

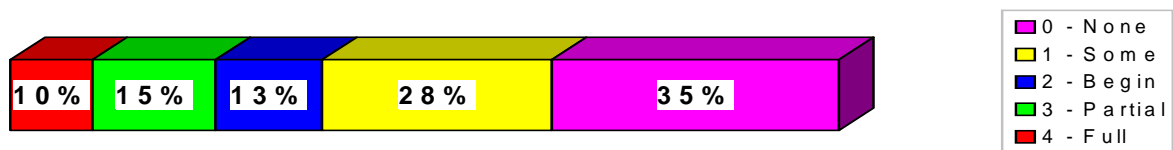
Subgroup: combined (712 respondents)



17 - Career-relevant content and activities linked to and supporting Pennsylvania Academic and/or appropriate Technical Skill Standards.

Batch: combined (1577 respondents)

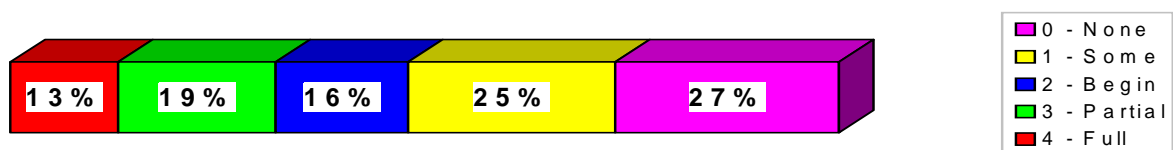
Subgroup: combined (712 respondents)



18 - Professional staff using applied and integrated learning strategies.

Batch: combined (1577 respondents)

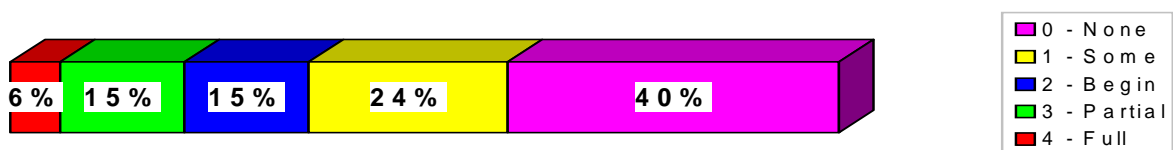
Subgroup: combined (712 respondents)



19 - School-based learning enhanced with work-based learning experiences.

Batch: combined (1577 respondents)

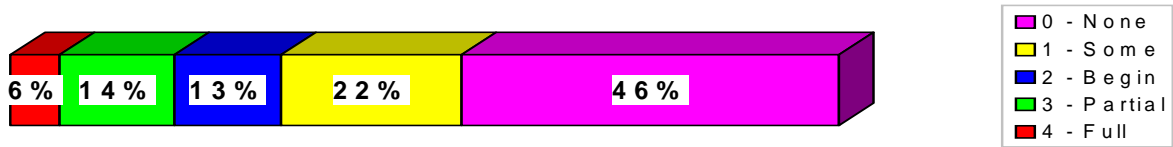
Subgroup: combined (712 respondents)



20 - Seamless instruction, articulated with varied post-secondary options.

Batch: combined (1577 respondents)

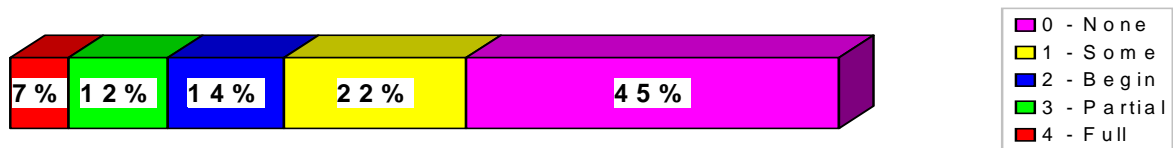
Subgroup: combined (712 respondents)



21 - Professional staff using the county-wide developed applied academic curriculum.

Batch: combined (1577 respondents)

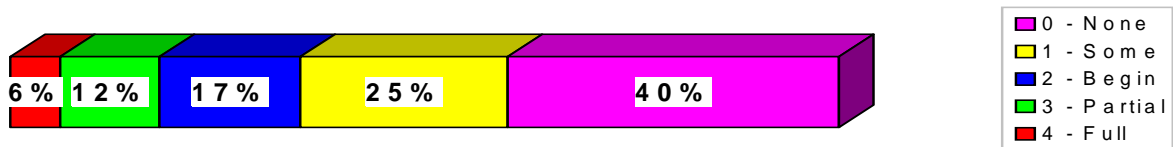
Subgroup: combined (712 respondents)



22 - Professional staff using data to direct and modify instructional content and delivery of career curriculum and activities.

Batch: combined (1577 respondents)

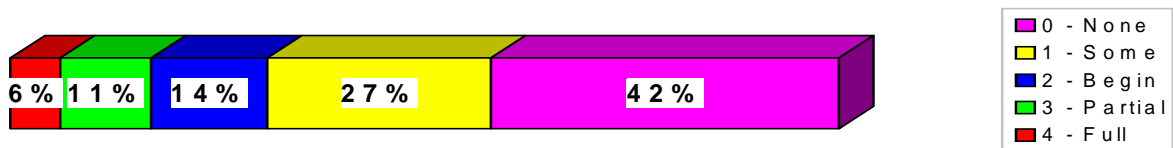
Subgroup: combined (712 respondents)



23 - Faculty, staff, and external public engaged in customized workshops to communicate Career Pathways.

Batch: combined (1577 respondents)

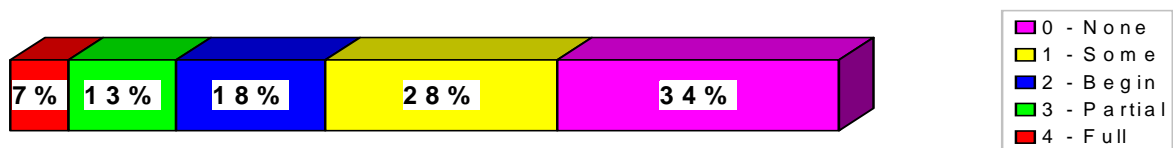
Subgroup: combined (712 respondents)



24 - Professional development related to an awareness and implementation of the Career Pathways process for faculty and staff.

Batch: combined (1577 respondents)

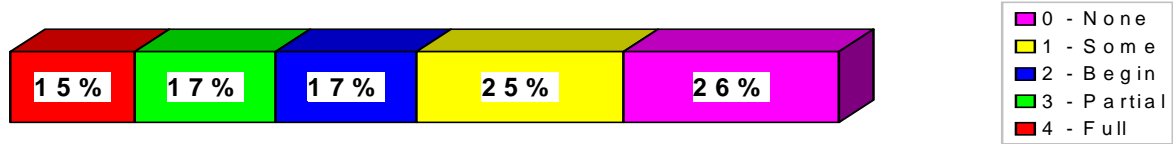
Subgroup: combined (712 respondents)



25 - Professional development related to using instructional strategies that address individual learning needs and styles.

Batch: combined (1577 respondents)

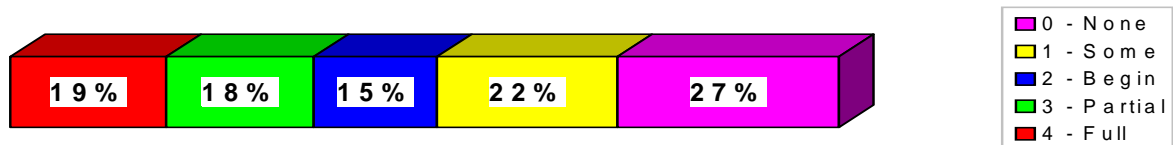
Subgroup: combined (712 respondents)



26 - Professional development which enables individuals to remain current in their content area or assignment.

Batch: combined (1577 respondents)

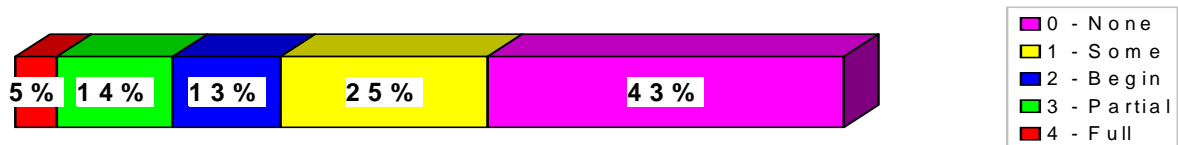
Subgroup: combined (712 respondents)



27 - Professional development that involves professional staff in work-based learning experiences.

Batch: combined (1577 respondents)

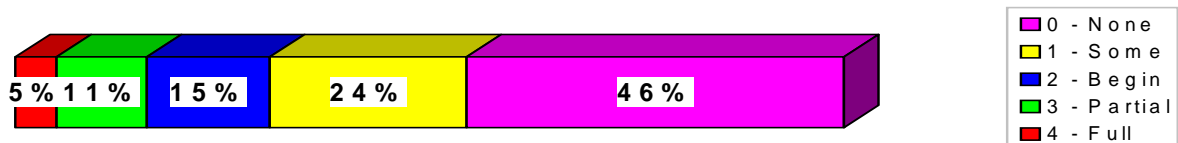
Subgroup: combined (712 respondents)



28 - Professional development to link the work-based learning experience of students with school-based instruction.

Batch: combined (1577 respondents)

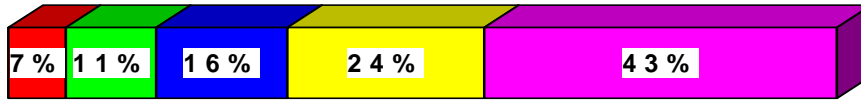
Subgroup: combined (712 respondents)



29 - Professional development to link the work-based learning experiences of professional staff with school-based instruction.

Batch: combined (1577 respondents)

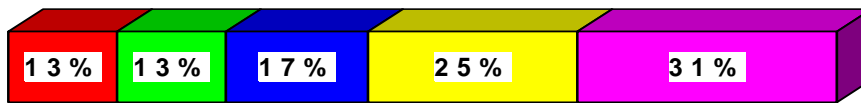
Subgroup: combined (712 respondents)



30 - Professional development related to using assessment tools and data to modify instruction and to enhance student achievement.

Batch: combined (1577 respondents)

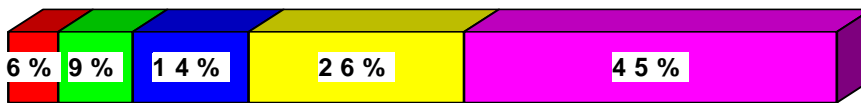
Subgroup: combined (712 respondents)



31 - Professional development related to using data to enhance the Career Pathway process.

Batch: combined (1577 respondents)

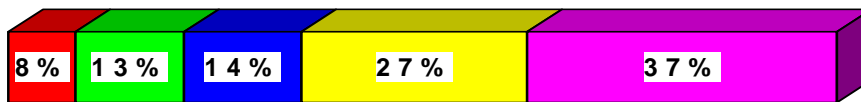
Subgroup: combined (712 respondents)



32 - Work-based learning experiences used to enhance school-based learning to: increase motivation.

Batch: combined (1577 respondents)

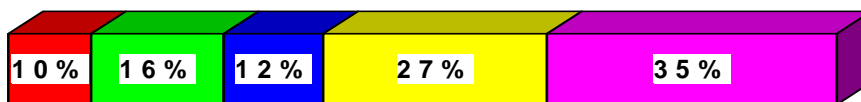
Subgroup: combined (712 respondents)



33 - Work-based learning experiences used to enhance school-based learning to: encourage higher academic and technical achievement.

Batch: combined (1577 respondents)

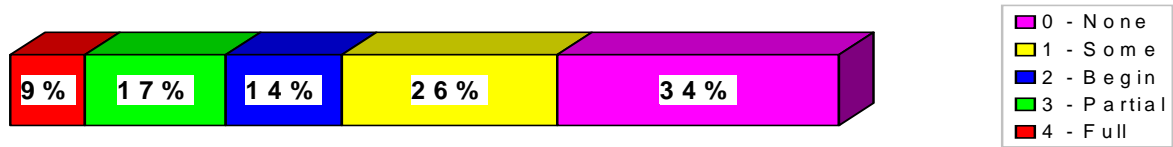
Subgroup: combined (712 respondents)



34 - Work-based learning experiences used to enhance school-based learning to: provide practical, real-world knowledge, experience, and skills.

Batch: combined (1577 respondents)

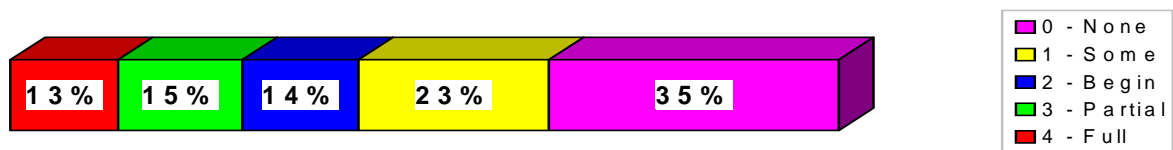
Subgroup: combined (712 respondents)



35 - Work-based learning experiences used to enhance school-based learning to: continue focus on life-long learning.

Batch: combined (1577 respondents)

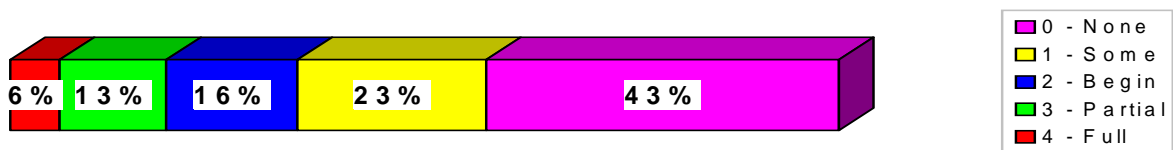
Subgroup: combined (712 respondents)



36 - Work-based learning experiences used to enhance career and work preparedness.

Batch: combined (1577 respondents)

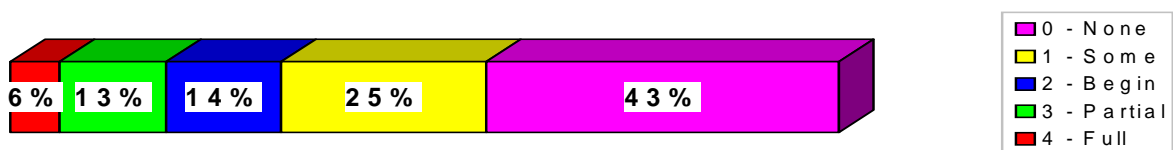
Subgroup: combined (712 respondents)



37 - Work-based learning experiences used to facilitate the transition from school to varied post-secondary options.

Batch: combined (1577 respondents)

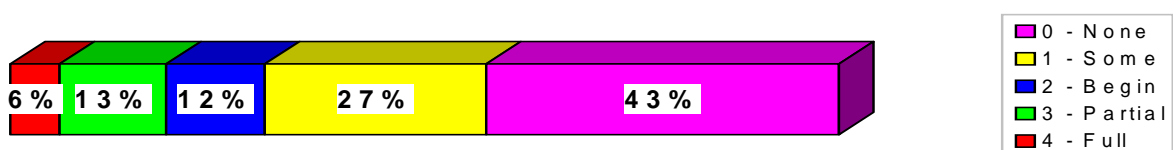
Subgroup: combined (712 respondents)



38 - Business and industry providing work-based learning experiences for students.

Batch: combined (1577 respondents)

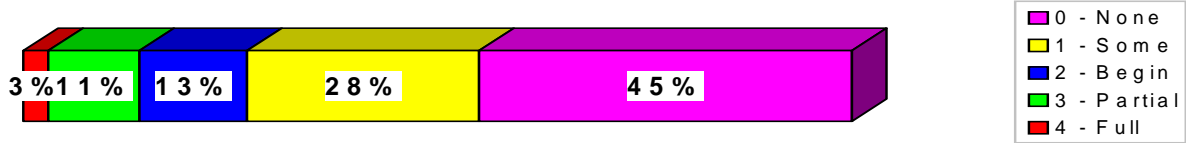
Subgroup: combined (712 respondents)



39 - Business and industry providing work-based learning experiences for staff.

Batch: combined (1577 respondents)

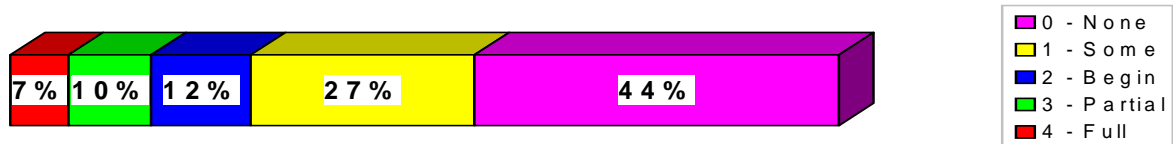
Subgroup: combined (712 respondents)



40 - Business and industry participating with schools to define workplace requirements.

Batch: combined (1577 respondents)

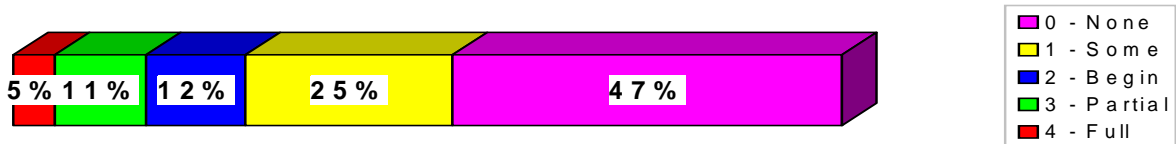
Subgroup: combined (712 respondents)



41 - Work-based learning experiences used to clarify career choices.

Batch: combined (1577 respondents)

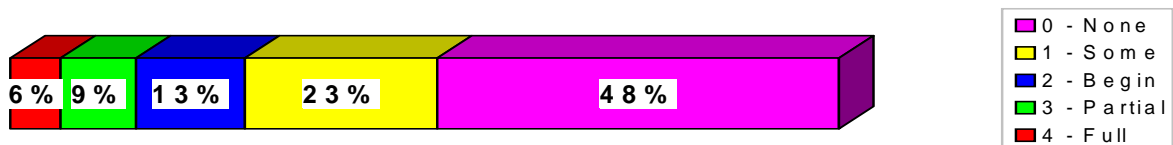
Subgroup: combined (712 respondents)



42 - Post-secondary institutions actively engaged in the Career Pathways process.

Batch: combined (1577 respondents)

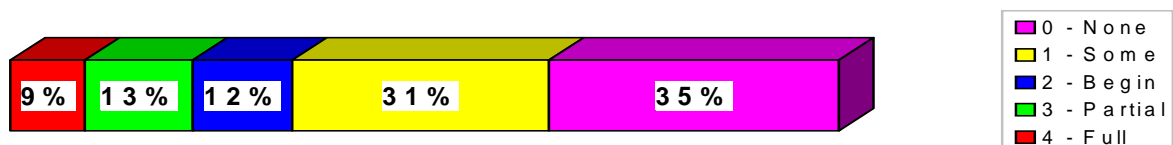
Subgroup: combined (712 respondents)



43 - A culture of team that plays a significant role in the development and implementation of Career Pathways in: my building.

Batch: combined (1577 respondents)

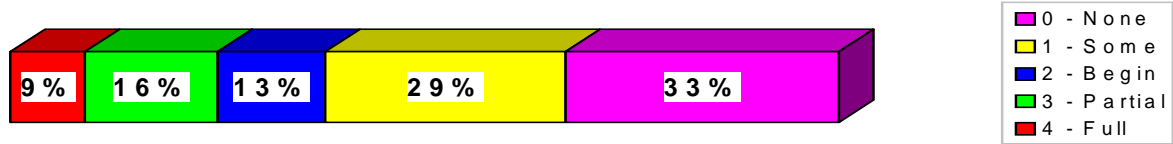
Subgroup: combined (712 respondents)



44 - A culture of team that plays a significant role in the development and implementation of Career Pathways in: my district.

Batch: combined (1577 respondents)

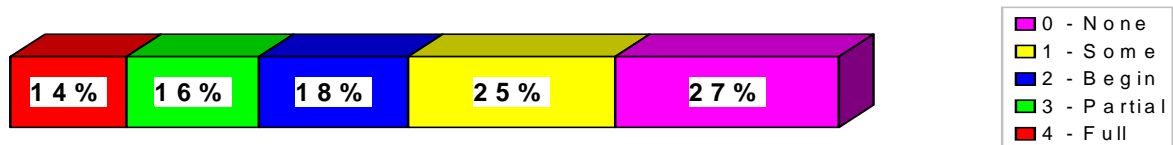
Subgroup: combined (712 respondents)



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.

Batch: combined (1577 respondents)

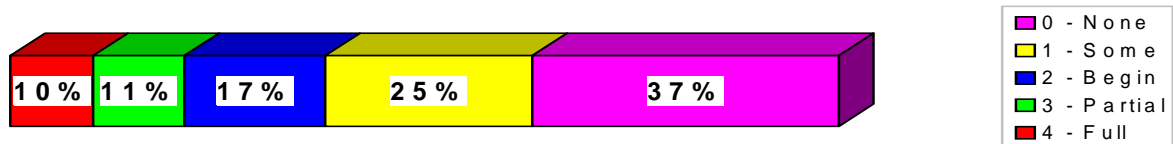
Subgroup: combined (712 respondents)



46 - School based leadership reflected in the support and funding for school district programs that enable the development and implementation of Career Pathways.

Batch: combined (1577 respondents)

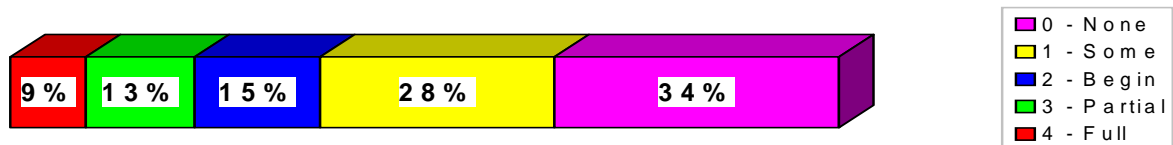
Subgroup: combined (712 respondents)



47 - The school district actively supporting and advocating Career Pathways in the community.

Batch: combined (1577 respondents)

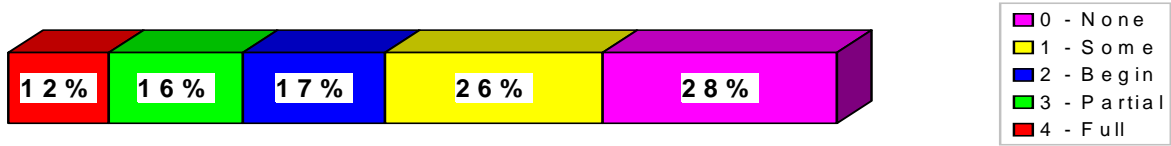
Subgroup: combined (712 respondents)



48 - Faculty and school counselors assuming a leadership role in developing effective guidance programs and coordinating guidance and career development activities.

Batch: combined (1577 respondents)

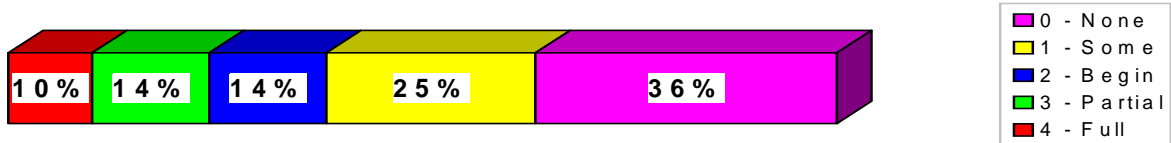
Subgroup: combined (712 respondents)



49 - District staff and/or administration are involved in county-wide Career Pathways committees.

Batch: combined (1577 respondents)

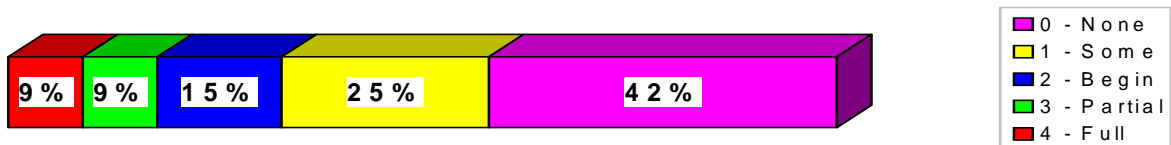
Subgroup: combined (712 respondents)



50 - A system exists for assessing the implementation and effectiveness of Career Pathways at the: building level.

Batch: combined (1577 respondents)

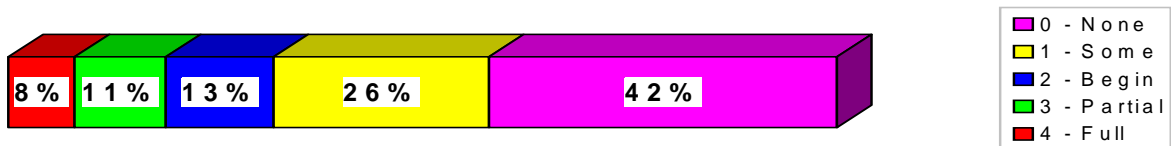
Subgroup: combined (712 respondents)



51 - A system exists for assessing the implementation and effectiveness of Career Pathways at the: district level.

Batch: combined (1577 respondents)

Subgroup: combined (712 respondents)



52 - A system exists for assessing the implementation and effectiveness of Career Pathways at the: county level.

Batch: combined (1577 respondents)

Subgroup: combined (712 respondents)

