Building a Culture that is Meaningful, Motivating, and makes students more Marketable:
Redefining Career Readiness through Pathways and Community Partnerships
Agenda

★ Career Pathways Framework
★ Five Career Pathways
★ Pathway Requirements
★ Projected Student Pathway Plan of Study
★ Field Study
★ Implementation
  ○ Phase 1 (Spring/Summer/Fall)
  ○ Phase 2 (Spring)
  ○ Phase 3 (Fall 2021)
★ State Requirements & Summary
QCHS Comprehensive Pathways Framework

★ Rigorous, cohesive academic plans of study based on student interest areas
★ Engaging classroom experiences aligned to real world industry skills, certifications, and soft skills.
★ Semester long field placements for students to learn “on the job” as juniors and seniors
★ Alignment of UBCTS curriculum to QCHS required CCR evidence
★ Career focused small group advisement meetings with students
★ Teacher in the workplace opportunities for continued staff learning
★ Teacher/Industry partner collaboration on classroom and community project based learning assignments
★ Virtual/physical industry field trip opportunities for students
★ CCR artifacts to meet state requirements completed through classroom assignments
★ Transition planning / Employability skill workshops for students
★ Culminating senior portfolio presentation demonstrating a student’s ability to synthesize his/her experiences and rigorous academic coursework to formulate his/her future goals and career plans.
Academic Pathways

- **Arts and Humanities Pathway**
- **Business, Marketing, and Finance Pathway**
- **Education Pathway**
- **STEM and Computer Science Pathway**
- **Undeclared** (The undeclared pathway provides students the option to continue to explore interests in a more general way while still providing an opportunity for a field study connected to a potential career path.)

While every student will choose a pathway, students may still meet graduation requirements without completing a pathway. Students may elect to switch a pathway during the course selection process each year. Students who complete a pathway with fidelity will be recognized at the end of their senior year.
## Quakertown Community High School Pathway Requirements

### Requirements for a Pathway designation:

<table>
<thead>
<tr>
<th>Required</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Health</th>
<th>Arts</th>
<th>Physical Education</th>
<th>Pathway Required</th>
<th>Field Study</th>
<th>Additional Electives</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>4.0</td>
<td>4.0/3.0*</td>
<td>4.0/3.0*</td>
<td>4.0</td>
<td>1.0</td>
<td>.5</td>
<td>1.0</td>
<td>3.5</td>
<td>.5</td>
<td>2.5</td>
<td>24</td>
</tr>
</tbody>
</table>

* QCHS full time students must take a minimum of 3 Math and 3 Science credits AND have a minimum of 7 total Math and Science credits combined to be eligible for graduation. Full time students must complete Algebra 1, Geometry and Algebra 2, as well as Biology, Chemistry and Physics even if the credit requirement has been met.

To be eligible for graduation, students must complete a minimum of 24 credits, as defined in board policy.

### Pathway Requirements:

Students must choose **3.5 credits** from a pathway specific list of courses.
(Any one particular course may not be used to satisfy multiple graduation requirements.)
Students must complete **.5 credit of a field study** and a senior portfolio presentation to a faculty board prior to graduation.
Quakertown Community High School Education Pathway (9th & 10th Grade Sample)
Quakertown Community High School Education Pathway (11th & 12th Grade Sample)

Pathway Education Courses
(min 2.5 credits required from this list)
- AP Psychology (1.0)
- Creating Writing 1 (.5)
- Creative Writing 2 (.5)
- Fundamentals of Composition (.5)
- Personal Growth (.5)
- Psychology (.5)
- Public Speaking (.5)
- Sociology & Anthropology (.5)
- Web Development and Design (.5)

Other Courses: AP Research (1.0), AP Seminar (1.0), DE Interpersonal Communication (1.0), DE Introduction to Psychology (1.0), DE Introduction to Sociology (1.0), World Language courses (1.0), Content specific courses based on student’s area of interest (.5 or 1)

11th Grade
- English 11 or English 11 Honors or AP English Lang & Comp
- Math (various options)
- Chemistry or Physics
- U.S. History or U.S. History Honors or AP U.S. History
- World Language or Pathway Elective (1.0 credit)
- Elective or Pathway Elective (1.0 credit)
- Elective or Pathway Elective (.5 credit)
- Pathway Elective (.5 credit)

12th Grade
- English 12 or English 12 Honors or AP English Literature
- Math (various options) or Science
- Political Science or Political Science Honors or AP Government
- World Language or Pathway Elective (1.0 credit)
- Pathway Elective or Field Study (1.0 credit)
- Field Study or Pathway Elective (.5 credit)
- Field Study AND Senior Portfolio Presentation
Field Study Example (Education)

★ Must successfully complete a minimum of **.5 credits** of Field Study as part of the Pathway Program.

★ **Clearly defined guidelines** regarding appropriate/inappropriate student responsibilities will be provided to cooperating volunteer and student prior to placements.

★ Student **applications for Field Study** will be submitted during the course selection process.

★ Required minimum of **4 hours a week at placement** per .5 credit during the semester.

★ **Pass (P) or Fail (F)** will be assigned based on performance and culminating portfolio at the conclusion of the semester.

★ Grade and credit will be **noted on transcript.**

★ Opportunities/requirement to attend **workshops and/or progress meetings** with district staff.

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**Sample Student Responsibilities**

<table>
<thead>
<tr>
<th>Field Study students may:</th>
<th>Field Study student may not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Teach a portion of a lesson to the entire class</td>
<td>★ Work with confidential information (IEP, 504, Medical, etc...)</td>
</tr>
<tr>
<td>★ Lead small-group instruction/lessons (help teachers differentiate)</td>
<td>★ Grade anything subjective</td>
</tr>
<tr>
<td>★ Facilitate group work</td>
<td>★ Assign discipline/Issue passes</td>
</tr>
<tr>
<td>★ Create supplemental materials while cooperating teacher is teaching</td>
<td>★ Run errands outside of the building</td>
</tr>
<tr>
<td>★ Monitor classroom activities</td>
<td>★ Text students (including through Remind) to answer questions</td>
</tr>
<tr>
<td>★ Write notes in plan book</td>
<td>★ Read tests to students in a small group location</td>
</tr>
<tr>
<td>★ Make bulletin boards/interpretive displays</td>
<td>★ Answer parent emails/calls</td>
</tr>
<tr>
<td>★ Assist in appropriate ways with technology</td>
<td>★ Stay alone in the room without the teacher</td>
</tr>
<tr>
<td>★ Help setup learning activities</td>
<td>★ Enter areas designated for faculty/staff use</td>
</tr>
</tbody>
</table>

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PHASE 1 (Spring/Summer/Fall)

Vision Statement
The Quakertown Community High School Pathway Program empowers students to shape their postsecondary future by engaging learners through active inquiry, personalized learning experiences and rigorous academic programming aligned to the ever-changing workforce trends. Opportunities for exploration, skill development, and cultivating connections with local and national industries will prepare students to positively contribute to and lead a competitive global workforce.

Spring:
- ★ Establish a high school Career Pathways Committee/Subcommittees.
- ★ Identify two (.5) Pathways Coordinators to manage responsibilities.
- ★ Revise and finalize Pathway course requirements documents to reflect additional input from faculty. [Faculty survey]

Summer:
- ★ Finalize requirements for senior portfolio graduation requirement for School Board review and approval in Fall.
- ★ Finalize guidelines and application for Field Study placements.
- ★ Develop waivers for Field Placements in consult with school solicitor.
- ★ Revise Program of Studies to reflect Pathway courses and information.
- ★ Plan Pathways Advisory Board meeting for Fall. (Meet 1x per semester.)

Fall:
- ★ Focused work by Pathways committee on revamping CCR portfolio (include individualized career plan).
- ★ Begin building contacts/partnerships with industry professionals and identifying community stakeholders for external advisory team.
- ★ Strategize Pathways roll out for course selection process (8th-11th grades).
- ★ Organize Educator in the Workplace Opportunities for faculty for Spring.
- ★ Plan Spring Transition/Career Readiness Workshop for students.
- ★ Collaborate with OTL, Pathway coordinators, Pathway committee and faculty to begin identifying opportunities within curriculum to integrate CCR evidence and industry skills, which include soft skills. (Prework needed: Educate faculty on CEW standards and PDE requirements.)
PHASE 2 (Spring)

Spring:

★ Pathway coordinators in conjunction with administration lead roll out to educate parents and students about the programs during course selection process.
★ Distribute field study applications (2021-22) to eligible and interested students.
★ Continue collaboration with OTL, Pathways coordinators, Pathways committee, faculty and industry professionals to begin integration of some skill based experiences and soft skill lessons into classrooms during spring semester.
★ Work with IU and OTL to integrate Career Ready Bucks platform, when available, into QCHS Pathways Program.
★ Continue CCR Portfolio work by committee and develop implementation plan for 2021-22.
★ Host Transition/Career Readiness Workshop for students.
★ Offer small group career advisement meetings with students.
★ Explore purchase of Pathways Manager software for CCR portfolio management, Pathways tracking and student connectedness monitoring (2021-22).
★ Plan fall career speaker schedule similar to college representative visits.
★ Lead Educator in the Workplace opportunities.
★ Evaluate course offerings in current Program of Studies with recommendations for future changes aligned to Pathway Programs.
★ Survey staff about Pathways work, evaluate results and identify improvements needed.
Phase 3 (Fall)

Fall 2021:

★ Every 9th and 10th grade student will have selected a Career Pathway.
★ First students out in placements under new field study guidelines.
★ Continue expanding community partnerships.
★ Career Speaker schedule available for students.
★ Introduction and implementation of CCR portfolio revisions to students.
★ Presentation of proposed Program of Study changes to School Board.
★ Implementation of certifications in the Pathways Program where applicable.
★ Continued curriculum work to integrate skill and project based experiences.
★ Maintenance of initiatives as started in 2021.
★ Ongoing learning/training for faculty.
★ Introduction of Senior Portfolio graduation requirement to the class of 2024, if approved.
The WHY

Meaningful engagement in career exploration and planning while satisfying state requirements.

- Future Ready Index (public facing school progress report): College and Career Readiness Measure
  - Eight pieces of evidence aligned to each of the four strands of the Career Education & Work Standards required by the end of 11th grade.
  - Implementation of Individualized Career Plan for students required by the state.

- Stronger community partnerships with all stakeholders.
- Increased student engagement leading to greater Motivation.

- Rigor, relevance, relationships and now readiness through industry and soft skills development.
- Marketable skill sets acquired by ALL students as they transition beyond Quakertown Community School District.

Redefining Career Readiness