

Quakertown Community High School Career Pathways 2020-21

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



January 2021

Agenda



- ★ [The Why](#)
- ★ Career Pathways Framework
- ★ Five Career Pathways
- ★ Pathway Requirements
- ★ Projected Student Pathway Plan of Study
- ★ Field Study
- ★ Pathways Advisory
- ★ Graduation Project
- ★ Wrap up and Questions

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

QCHS Comprehensive Pathways Framework

- ★ Rigorous, cohesive academic plans of study based on student interest areas
- ★ Engaging classroom experiences aligned to real world industry skills, 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:

Required	English	Math	Science	Social Studies	Health	Arts	Physical Education	Pathway Required	Field Study	Additional Electives	Total
Credits	4.0	4.0/3.0*	4.0/3.0*	4.0	1.0	.5	1.0	3.5	.5	2.5	24

* 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.

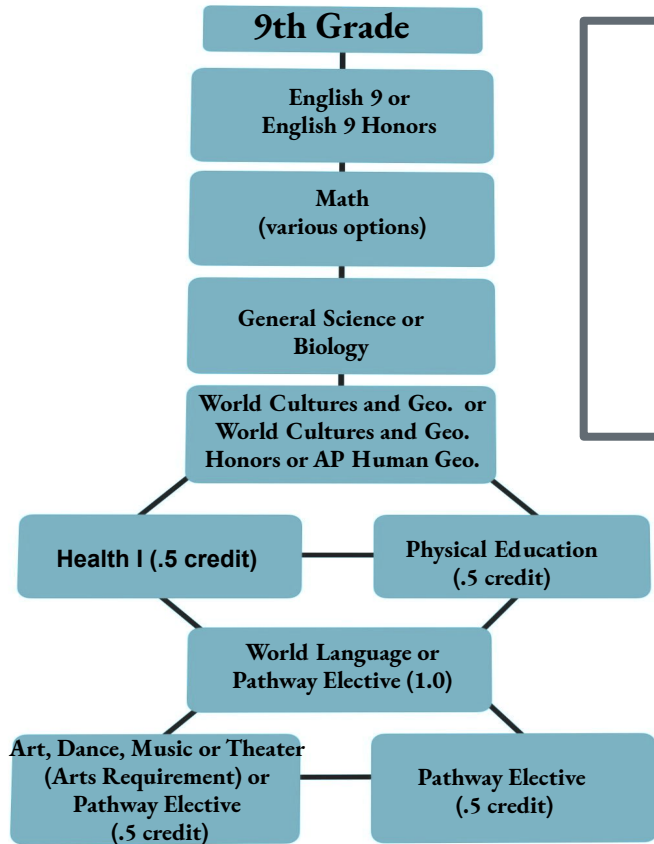
Pathway Requirements:

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.

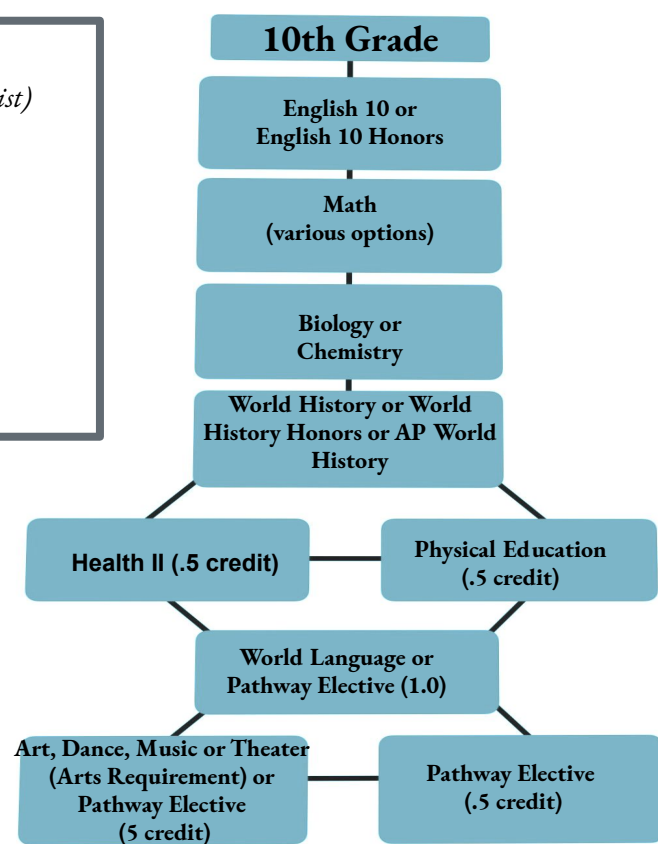


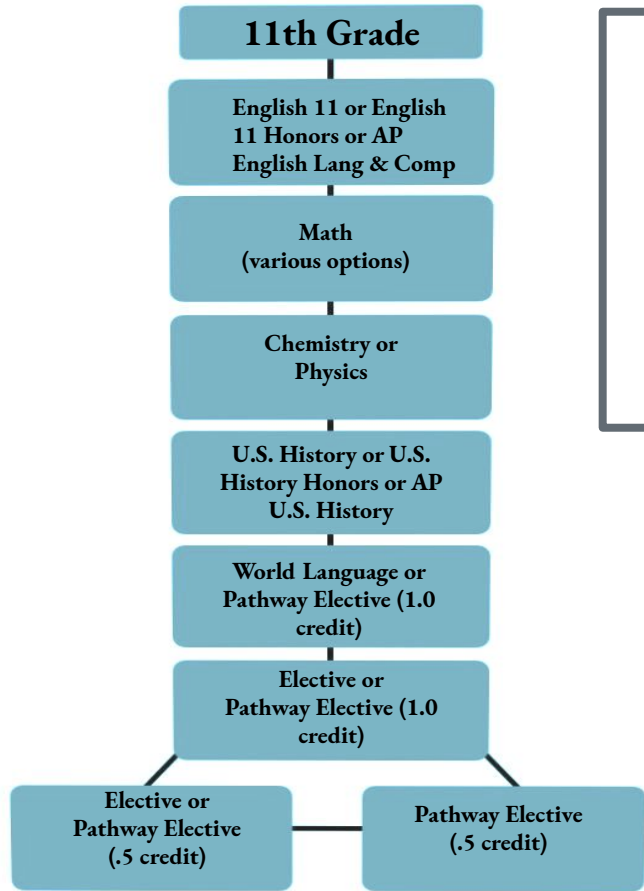


- Pathway Education Courses**
(min 2.5 credits required from this list)
- AP Psychology (1.0)
 - Creating Writing 1 (.5)
 - Creative Writing 2 (.5)
 - Fundamentals of Composition (.5)
 - Personal Growth (.5)
 - Psychology (.5)
 - Public Speaking (.5)
 - Sociology & Anthropology (.5)
 - Web Development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

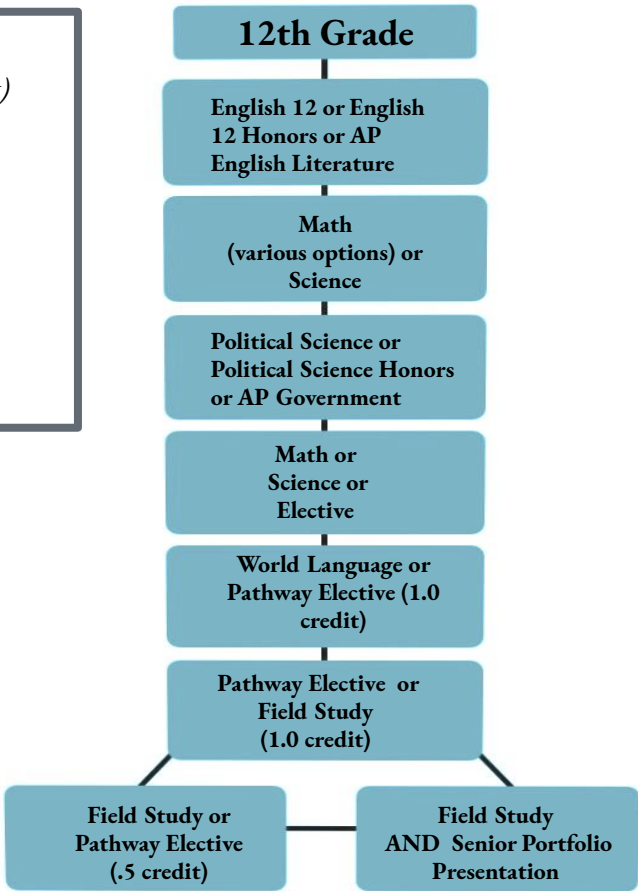




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Quakertown Community High School Education Pathway (11th & 12th Grade Sample)



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.

Sample Student Responsibilities

Field Study students may:

- ★ Teach a portion of a lesson to the entire class
- ★ Lead small-group instruction/lessons (help teachers differentiate)
- ★ Facilitate group work
- ★ Create supplemental materials while cooperating teacher is teaching
- ★ Monitor classroom activities
- ★ Write notes in plan book
- ★ Make bulletin boards/interpretive displays
- ★ Assist in appropriate ways with technology
- ★ Help setup learning activities

Field Study student may not:

- ★ Work with confidential information (IEP, 504, Medical, etc...)
- ★ Grade anything subjective
- ★ Assign discipline/Issue passes
- ★ Run errands outside of the building
- ★ Text students (including through Remind) to answer questions
- ★ Read tests to students in a small group location
- ★ Answer parent emails/calls
- ★ Stay alone in the room without the teacher
- ★ Enter areas designated for faculty/staff use

Pathways Advisory

- ★ Creation of [Pathways Advisory \(grades 10-12\)](#), which connects each faculty member with a cohort of 15 students. This will offer students a more personalized level of support through the Pathways Program. The advisor will meet with his/her students monthly during a Pathways Advisory period. The advisor delivers career readiness lessons developed by our Pathways team. Advisors also encourage and assist students in the development of their individualized postsecondary plan throughout high school. Progress towards the senior portfolio project will be closely monitored to ensure all students meet the proposed graduation requirement by the second semester of senior year.
 - A byproduct of this structure is an opportunity for advisors to build mentor/mentee relationships with all students in the building. This will provide a level of intervention for at-risk students who may not have strong adult relationships and who may need additional guidance in postsecondary planning and assistance in connecting with resources.

- ★ Creation of [Pathways Advisory \(grade 9\)](#) facilitated by the Pathways Coordinators. All 9th graders will meet as a large group (when permissible) during Pathways periods. Coordinators will introduce students to a variety of career and postsecondary training options. Students will receive instruction on topics such as: employability/soft skills, career exploration, course planning for future goals, QCHS Pathways opportunities and more! Industry professionals will be periodically invited to speak during these meetings.



Graduation Project

(Effective Class of 2024)



- ★ The purpose of the senior portfolio requirement is to provide an opportunity for a student to reflect on and articulate how his/her high school experiences led the student to formulate his/her future goals and career plans.
 - This ability to synthesize experiences for the purpose of transition planning is a critical component of the QCHS Career Pathways program, which fosters a learning environment in which students are becoming more intentional and thoughtful about their post graduation plans.

- ★ Students will be required to complete and present a comprehensive portfolio to a panel of teachers in the second semester of senior year.
- ★ Students will be evaluated using a standardized rubric and will be scored with a “P” (pass) or “F” (fail). The grade will appear on the student’s transcript.
- ★ Students must attain a passing grade to meet the district graduation requirement.

Wrap up and Questions

- ★ The progress we are making is an acknowledgment of the passion, commitment, and work of our Pathways team and all of our QCHS faculty. We are committed to building a culture that is meaningful, motivating and makes ALL students more marketable.

Questions?

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