

Health Science
INITIATIVE

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HEALTH SCIENCE INITIATIVE

SDSA 2009 – Health Science Initiative

SDSA
San Diego Science Alliance

Health Science
INITIATIVE

Collaborative Workgroup Study



ConnectEd

The California Center for College and Career

- ◆ Part I – Review of the ConnectED Multiple Pathways Assessment Rubric and Completion of the HSI Program Guide Sheet
- ◆ Part II - Participation in the 2-hour Collaborative Workgroup Gathering

Rubric Snapshot



Multiple Pathways Program Assessment Rubric

School Name: _____

Program Name: _____

Note: If there is no evidence of a specific element, assign a score of "0."

Elements of Model Multiple Pathways	Foundation Pieces 1	Emerging Pathway 2	Operational Pathway 3	Fully Developed Pathway 4	Score 0-4
ACADEMIC AND TECHNICAL CORE CURRICULA					
Rigorous Curriculum^{1,8}	Only some academic and technical courses are standards-based, and students' postsecondary education and employment options may be limited.	Although students are not intentionally tracked, some, but not all, receive instruction in rigorous, standards-based academic and technical curricula. Such instruction allows some students to have access to a full range of postsecondary and career options.	ALL pathway students receive instruction in rigorous, standards-based academic and technical curricula that ensures access to both career opportunities and a full range of postsecondary options, including two- and four-year colleges and universities, apprenticeships, the military, and formal career training.	ALL pathway students receive quality instruction in rigorous, standards-based academic and technical curricula that ensures access to, and readiness for, both career opportunities and a full range of postsecondary options, including two- and four-year colleges and universities, apprenticeships, the military, and formal career training. Students understand the principles of effective oral, written, and multimedia communication. Students are encouraged to complete advanced courses.	<input type="checkbox"/>
CTE Course Sequence^{2,9}	Students may choose from several CTE courses that are not necessarily part of a planned sequence. Course quality may vary.	A sequence of two to three CTE courses in the same general industry sector is available to students and presented as a pathway, but it may not be well-developed and of high quality.	The pathway includes a single identified sequence or cluster of well-developed, high-quality CTE courses, perhaps with a couple of advanced or capstone courses offered by the ROP. Where appropriate, CTE courses have been submitted to UC for "a-g" approval.	The pathway includes several well-developed sequences or clusters of high-quality, standards-based CTE courses that provide students with options to pursue different strands or specializations. Advanced and capstone courses take advantage of ROP and/or community college offerings and resources. Where appropriate, CTE courses meet UC "a-g" requirements.	<input type="checkbox"/>
Integrated Problem/Project-Based Curriculum and Instruction^{1,3,4,8}	Students participate in limited, sporadic problem/project-based learning experiences in either CTE or academic classes.	Students participate in quality problem/project-based experiences in CTE and academic classes that are not necessarily integrated.	Students participate in a few shorter, interdisciplinary problem/project-based learning experiences.	Students participate in multiple, extended, well-designed interdisciplinary problem/project-based learning experiences that seamlessly integrate standards-based academic and technical curricula. Ideally, no separation exists between academic and career-technical curriculum and classes. All classes have fully integrated curriculum, so that they cannot readily be identified as career-technical or academic.	<input type="checkbox"/>

Elements of Model Multiple Pathways	Foundation Pieces 1	Emerging Pathway 2	Operational Pathway 3	Fully Developed Pathway 4	Score 0-4	TOTAL
STUDENT SUPPORT SERVICES						
Academic Support			We don't have individual advisors yet. Tutorials are available in every subject. Would be nice to have an 'in house' academic tutor type person. Or tutoring avail within the academy?	We offertutoring for our students and have many support systems in place	4, 3, 3, 2, 3	15 3
College and Career Guidance and Counseling		In need of more career counseling to keep up with the changing trends of Medical sciences	I think our counselor has been awesome. We could work on getting the entire counseling department informed.	Multiple classroom visits throughout the year	3, 4, 2, 4, 3	16 3.2

Collated
Team
Reponses

Ordered
Team
Reponses

Elements of Model Multiple Pathways	Foundation Pieces 1	Emerging Pathway 2	Operational Pathway 3	Fully Developed Pathway 4	Score 0-4
PROGRAM / SCHOOL STRUCTURE Established Industry Partners					4, 4, 3 3.7
PROGRAM / SCHOOL STRUCTURE Scheduling					3, 3, 2 2.7
PROGRAM EVALUATION Postsecondary Tracking					1, 1, 1 1

Elements of Model Multiple Pathways	Foundation Pieces 1	Emerging Pathway 2	Operational Pathway 3	Fully Developed Pathway 4	Score 0-4	TOTAL
ACADEMIC AND TECHNICAL CORE CURRICULA						
Rigorous Curriculum		X				2.9
CTE Course Sequence			X			3.0
Integrated Problem/Project-Based Curriculum and Instruction		X				2.2
Postsecondary Articulation		X				2.6
STUDENT SUPPORT SERVICES						
Academic Support		X				2.8
College and Career Guidance and Counseling			X			3.0
Pathway Preparation and Orientation		X				2.4
Parent Involvement	X					1.7
Work-Based Learning		X				2.4
Authentic Work-Based Projects		X				2.5
PROGRAM / SCHOOL CULTURE						
Personalized Learning Environment		X				2.5
School and Program Leadership		X				2.4
PROGRAM / SCHOOL STRUCTURE						
Inclusion of Targeted Student Population			X			3.3
Teacher Collaboration		X				2.5
Scheduling	X					1.9
Established Industry Partners		X				2.4
PROGRAM EVALUATION						
Systemic Program Evaluation		X				2.3
Student Engagement and Motivation		X				2.7
Postsecondary Tracking		X				2

Final Chart

Findings

◆ Successes

- Smaller Class Environment
- Increases Student Accountability
- Integration of Hands-On Activities

◆ Challenges

- Coordinating Master Scheduling
- Team Consistency & Cross Curriculum Team Collaboration
- Gaining Parent Involvement'

◆ Insights from Rubric

- Post Secondary Tracking Low
- Formalized Middle School Feeder Recruitment and Orientation practices appear to be missing
- Lots of NAs and I Don't Knows

Ideas into Action Plans...

Action Plans

ACTION PLAN – OCTOBER 2009
ACADEMIC AND TECHNICAL CORE CURRICULA
ACTION:
STUDENT SUPPORT SERVICES
ACTION:
PROGRAM/ SCHOOL CULTURE
ACTION:
PROGRAM/ SCHOOL STRUCTURE
ACTION:
PROGRAM EVALUATION
ACTION:

- ◆ Create a Central School Repository of Speakers
- ◆ Get the Advisory Board more involved for Industry Partner ideas and fundraising
- ◆ Develop Health Academy Counseling Overview for each Academy Class – Careers Available, Colleges with Programs, Necessary Terms, ex: A-G...
- ◆ Develop a more cohesive Academy “Team” Approach with consistent communication and collaboration throughout the year.
- ◆ Develop annual calendar of Health Related Focus Topics.

Evaluation

Evaluation Numbers

- ◆ Part I – Program Guide Sheet – 84% Excellent/Good
- ◆ Part II – Workgroup Gathering = 99% Excellent/Good

Evaluation Comments

- ◆ “The rubric is a powerful tool to open discussion among stakeholders.
- ◆ “Very relevant and nice to be able to compare notes with others in the academy.”
- ◆ “Action plan is very helpful”