

*Element Lead	CFC	
	! SG s LWJ	

2. Work with each guided pathways cross-functional group to inquire about and assess training needs associated with each element that they hope to achieve in this first time period, and begin to offer professional development geared specifically to guided pathways

3. Review research on guided pathways and identify the kinds of professional development that are tied to the best practices identified therein. For instance, the August 2017 publication of "Bringing Student Voices to Guided Pathways Inquiry and Design" from Career Ladders Project would suggest that we offer:

- a. training for instructional faculty on advising students on career options associated with their discipline
- b. training for instructional faculty on how to infuse culturally relevant topics and diversity into the curriculum
- c. training for all employees on how to build a sense of community for community college students

4. Determine how to align participation in professional development activities with student success, including how to develop a rubric for tying the participation in professional development to student success outcomes.

Guided Pathways - 2018-2019 Work Plan Timeline

<p>If a "Major Activity" is broken down into smaller activities/tasks, specify task to be completed in column below.</p>	<p>Enter "X" or</p>				
<p>Indicate specific activity/task</p>	<p>June</p>	<p>July</p>	<p>August</p>	<p>September</p>	<p>October</p>

nder appropriate month of estimated completion								
November	December	January	February	March	April	May		