|  |  |  |
| --- | --- | --- |
| **Critical Elements:**  **Course Offerings Lens** | **Weaker Documents** | **Stronger Documents** |
| **Focus on the learning** | Description identifies the type of learner that the course hopes to attract, rather than the learning. | Knowledge and skills expected as an outcome of the course are identified.  Process for learning is clarified for the student (i.e. students will apply innovative techniques that incorporate…) |
| **Accessibility** | Course descriptions and department overview identify a process where students require pre-requisites or teacher recommendations to gain entry. | Course descriptions and department overview clarify that a student can gain access to a course based on personal interest, motivation, and availability in his/her schedule. |
| **Equity** | Courses support a learning environment that separates learners by perceived level of ability. | Courses support a learning environment that encourages a heterogeneous learning community.  Opportunities for acceleration or honors challenges are embedded into the course offerings and are accessible “on demand.” |
| **Personalization** | Minimal support within the document in terms of helping students plan a sequence of learning experiences to meet graduation requirements.  Limited references to support in terms of contact people and school services that are designed to help a student consider opportunities for meeting proficiency and graduation requirements.  Links to supporting materials are often inactive or out-of-date. | Guidance available within the document to support the student’s planning process as they craft plans to meet proficiency and graduation requirements, and build upon aspirations.  References contact people and school services such as guidance, career services,and an advisory program.  Document provides current and accurate links to useful materials for students and parents to consider learning options. |