

<p style="text-align: center;">Traditional Undergraduate Pathway</p> <p>Framing Prompt: “The traditional pathway is familiar—but familiarity is not the same as effectiveness.”</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What aspects of this model still work well? • Where does the structure limit responsiveness to current needs? • How does the timing of clinical experiences shape readiness? • Should this pathway be refined, complemented, or fundamentally redesigned? <p>Access Lens Prompt:</p> <ul style="list-style-type: none"> • Who is best served by the traditional model as it currently exists? 	<p style="text-align: center;">Grow Your Own Pathway (Paraeducators and High School Students)</p> <p>Framing Prompt: “Grow Your Own pathways invest in the long game.”</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What makes this pathway especially aligned to community needs? • Where are the pressure points for candidates balancing work, school, and life? • How much coordination is required across systems and time? • What happens if long-term supports are inconsistent? <p>Access Lens Prompt:</p> <ul style="list-style-type: none"> • How does this pathway shift power, access, and representation in the profession?
<p style="text-align: center;">Career-Changer / Emerging Educator Pathway</p> <p>Framing Prompt: “Speed solves some problems—but may create others.”</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What strengths do career changers bring that traditional candidates may not? • What preparation gaps are most likely to emerge? • How does this model affect induction and mentoring systems? • What assumptions are being made about prior professional experience? <p>Access Lens Prompt:</p> <ul style="list-style-type: none"> • Who benefits most from acceleration, and who may be disadvantaged? 	<p style="text-align: center;">Registered Apprenticeship Pathway</p> <p>Framing Prompt: “Apprenticeships blur the line between preparation and employment.”</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • How clear are the boundaries between learning and labor in this model? • What supports are essential to ensure quality—not just placement? • How might role confusion impact candidates or mentors? • What system safeguards would be necessary? <p>Access Lens Prompt:</p> <ul style="list-style-type: none"> • How does paid preparation shift access—and what new risks does it introduce?
<p style="text-align: center;">Residency Pathway</p> <p>Framing Prompt: “Residencies are often described as the ‘gold standard’ for preparation—but gold standards come with costs.”</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What assumptions does this model make about time, funding, and support? • Where does the residency clearly strengthen readiness? • Where does it place strain on mentors, faculty, or candidates? • If this model were expanded, what would likely break first? <p>Access Lens Prompt:</p> <ul style="list-style-type: none"> • Who can realistically participate in this model—and who might be excluded? 	<p style="text-align: center;">NOTES</p>