Developing Pathway Outcomes for College and Career Readiness

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The Story of Whoa!

The Story of Whoa

Reflection:

1. What did you hear?
2. How does this compare to the current experience of students in the pathways you are working with?

Write down your thoughts.

Need to Know / Want to Know Pathway

- **Step 1:** Reflect then write down all of your Need to Know / Want to Know questions related to your role.
- **Step 2:** Discuss and decide on 3 to 4 Need to Know / Want to Know questions that are most critical in the next 2-6 months. Write on individual post'it notes.
- **Step 3:** Share out with room, post on Need to Know / Want to Know poster.

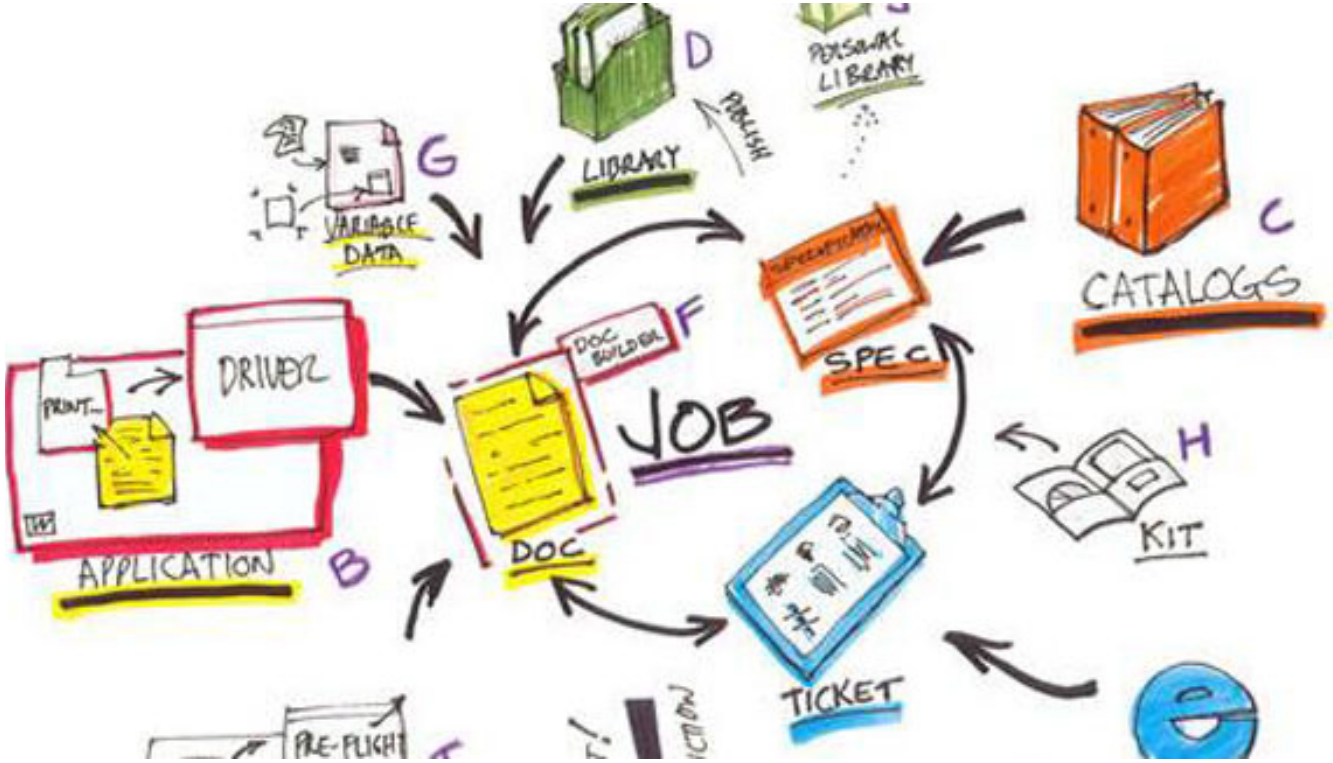
Why are we here?

Outcomes

Recognizing the importance of and interconnection between:

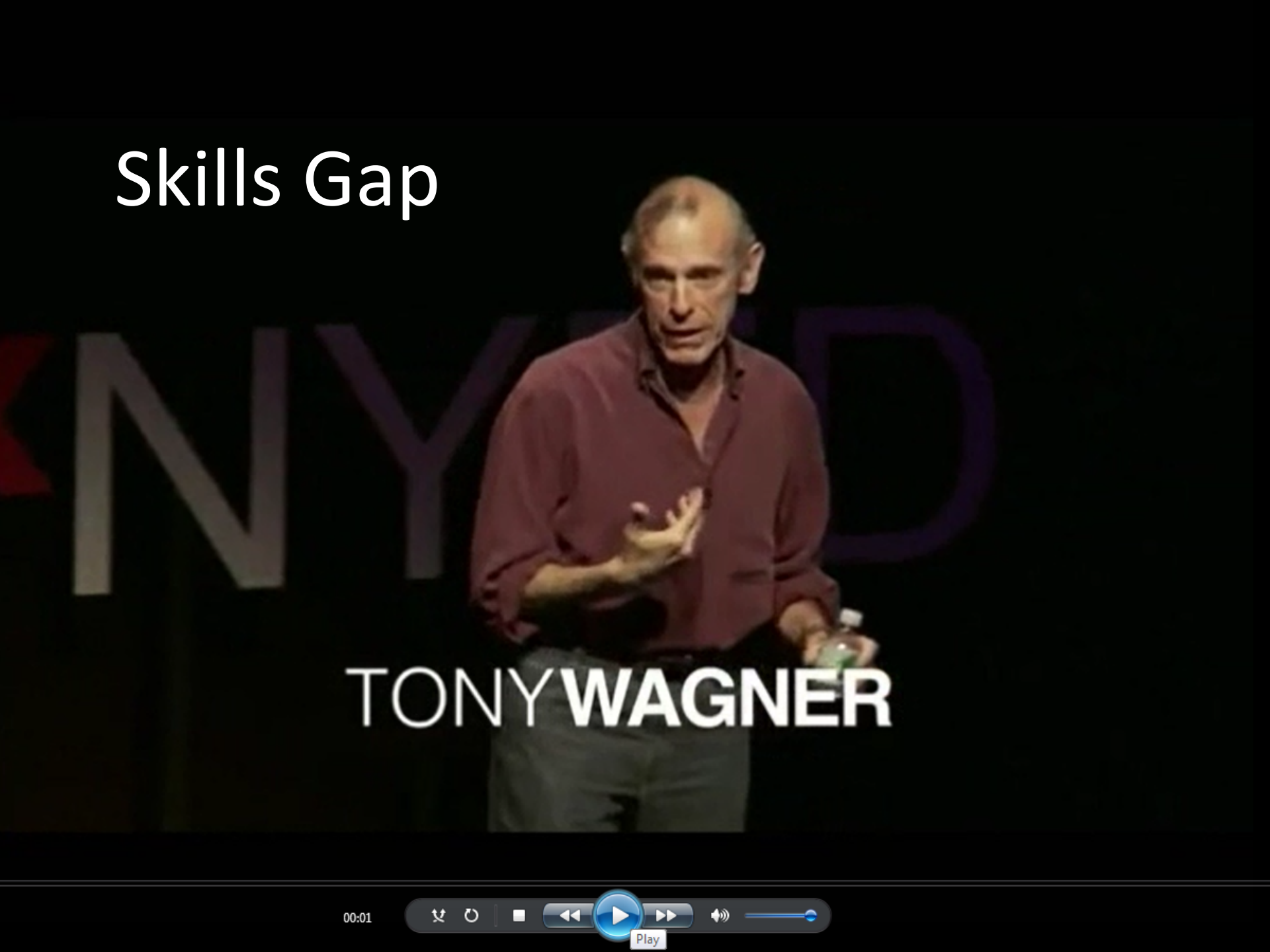
1. A vision for a career pathway and standards-aligned student learning outcomes
2. Pathway outcomes, assessment and instruction
3. Vertical alignment of outcomes for desired post-secondary transitions and industry certifications
4. Available tools and resources for pathway development
5. Plan for a train the trainer model for pathway development.
6. Linked Learning and the Common Core

Today's Process:
Rapid Prototyping



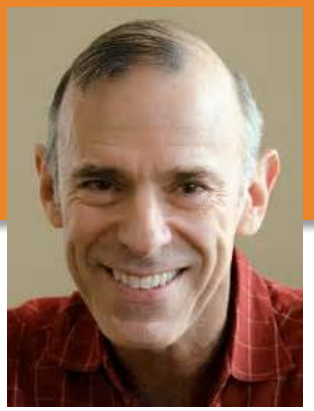
What should students **know** and **be able to do** upon graduation from high school to prepare them for tomorrow's economy?

Skills Gap



Seven Core Competencies that Matter Most for the Future

(Global Achievement Gap, 2008 by Tony Wagner)



1. Critical thinking and problem-solving
2. Collaboration
3. Agility and adaptability
4. Initiative and entrepreneurialism
5. Effective oral and written communication
6. Accessing and analyzing information
7. Curiosity and imagination

College and Career Readiness: What Do We Mean?

A Proposed Framework – Executive Summary

Introduction

A nationwide consensus is developing that all U.S. students should graduate from high scho college and career," and yet there is little meaning of that phrase. ConnectEd has d operational definition of college and caree to support states, districts, and schools in what students should know and be able t time they graduate from high school.

With the assistance of WestEd, we examir spanning twenty years and explored a wic views informing the debate, looked for pa synthesized our findings into a tool that w the work of teachers, principals, and distri leaders.

The **College and Career Readiness Fran** (Framework) aims to establish a comprehe definition of readiness that can guide the and shape of assessment, accountability, instruction, and to catalyze dialogue abou solutions required at multiple levels—and multiple sectors—to ensure student succe

We see this as an **equity strategy**; by be about what all students should know and do to succeed after high school, we empo students, families, educators, communitie policymakers to make more informed dec engage effectively in aligning practice, str systems, and resources to ensure success equity gap. In addition to academic, techn 21st century skills and knowledge, our Fra specifies the college, career, and civic eng strategies all students must possess to tra successfully to future education, work, an

Levels of a Student-Centered Linked Learning System

College and Career Readiness Standards Alignment

Key:

- ○ Common Core State Standards (CCSS) only
- ◇ Common Career Technical Core (CCTC) only
- ■ Belong to both CCSS and CCTC sets
- ✓ Other Key Capabilities

Ready for College, Career, and Life

Knowledge

■ Core subject area content

21st century knowledge:
- ◇ global,
- ◇ civic,
- ◇ environmental,
- ◇ financial,
- ◇ health, and
- ○ media literacy

◇ Career-related and technical knowledge: knowledge about a broad industry sector and associated technical content and college majors

Skills

■ Academic skills in core disciplines

21st century skills
- ✓ Metacognition and knowing how to learn
- ◇ Creativity and innovation
- ■ Critical thinking and problem solving
- ◇ Systems thinking
- ■ Communication:
  - ■ listening,
  - ■ speaking,
  - ■ writing, and
  - ✓ nonverbal communication
- ◇ Collaboration and working with diversity
- ■ Information management and digital media applications

◇ Technical skills in at least one career area of interest

Productive Dispositions and Behaviors

Productive self-concept:
- ✓ self-knowledge,
- ✓ self-esteem, and
- ✓ self-efficacy

Self-management:
- ◇ goal setting,
- ◇ time management,
- ✓ study skills,
- ■ precision and accuracy,
- ■ persistence,
- ✓ initiative/self-direction,
- ✓ resourcefulness, and
- ◇ task completion

Effective organizational and social behavior:
- ◇ leadership,
- ◇ flexibility/adaptability,
- ◇ responsibility, and
- ◇ ethics

Engagement Strategies

- ◇ Engaging in and navigating the world of higher education
- ◇ Engaging in and navigating the world of work
- ◇ Engaging in and navigating civic life

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For more information visit: www.ConnectEdCalifornia.org

E-mail: info@ConnectEdCalifornia.org

Download the entire Framework, including references and resources at: http://www.ConnectEdCalifornia.org/about/publications.

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Linked Learning Overview

What is Linked Learning?

Pair Share

- What is Linked Learning?
- What is a high quality pathway/academy?

Components of Linked Learning

A comprehensive four-year program of study integrating:

- **Rigorous academics**
- **Real-world technical skills**
- **Work-based learning**
- **Personalized supports**

LINKED LEARNING

Common Pathway Features

- Utilize pathway **student learning outcomes** to guide and align assessment, curriculum, and instruction
- Blend **academic and career-themed** course content through rigorous and relevant standards-aligned projects

- Students learn in **cohorts**; teachers use **common planning time**
- Provide learning **beyond the classroom** and the school day
- Offer **dual-enrollment and dual-credit with college institutions**

Train the Trainer and Pilot

Train the Trainer

- Build local capacity
- Share resources, tools and examples of best practices
- Provide ongoing support
- Continue to develop a local Community of Practice of coaches and specialists.

Train the Trainer

1. Identify a pathway team for pilot
2. Pathway team would be provided release time
3. Coaches would pilot tools and practices with team
4. Coaches would bring products from pilot to workshops for analysis and discussion.
5. Coaches lead summer workshops for all pathways

Display Board

- Each pathway team is to prepare a display board or poster featuring various artifacts:

☑ The Pathway theme/name including school name and district

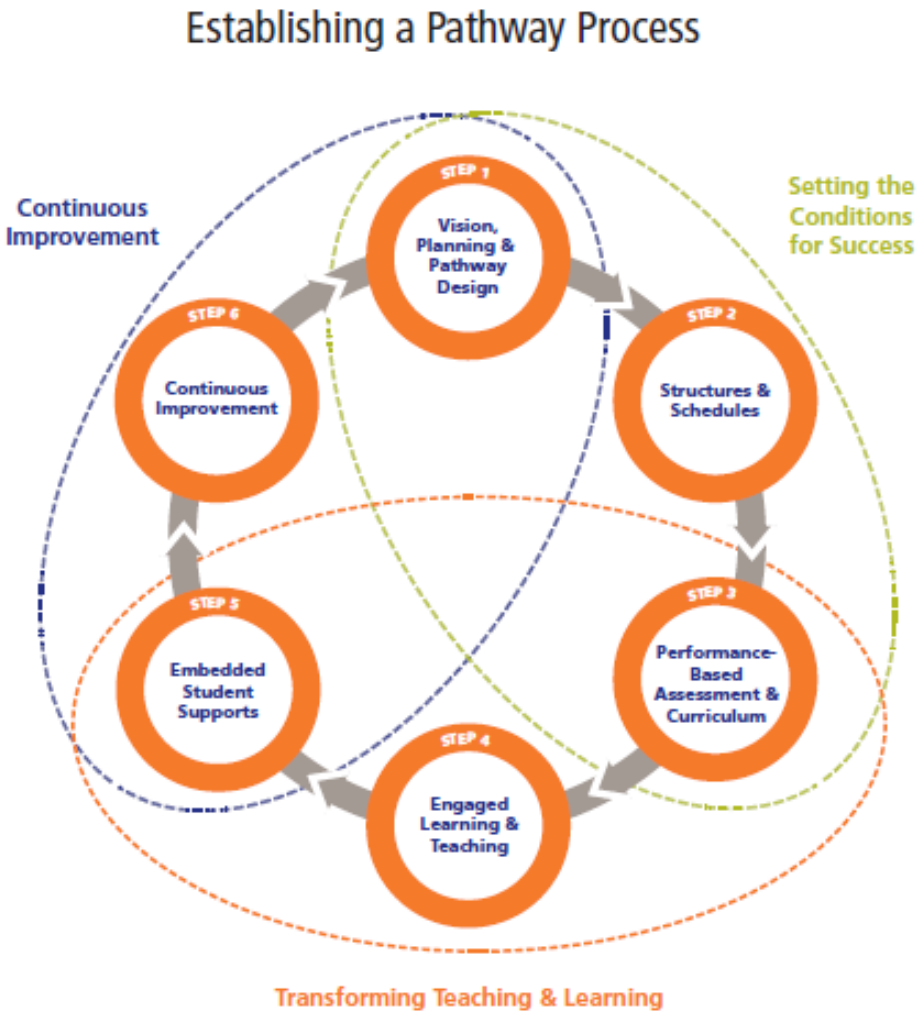
☑ Vision and mission statement for the pathway

☑ Draft set of Pathway outcomes

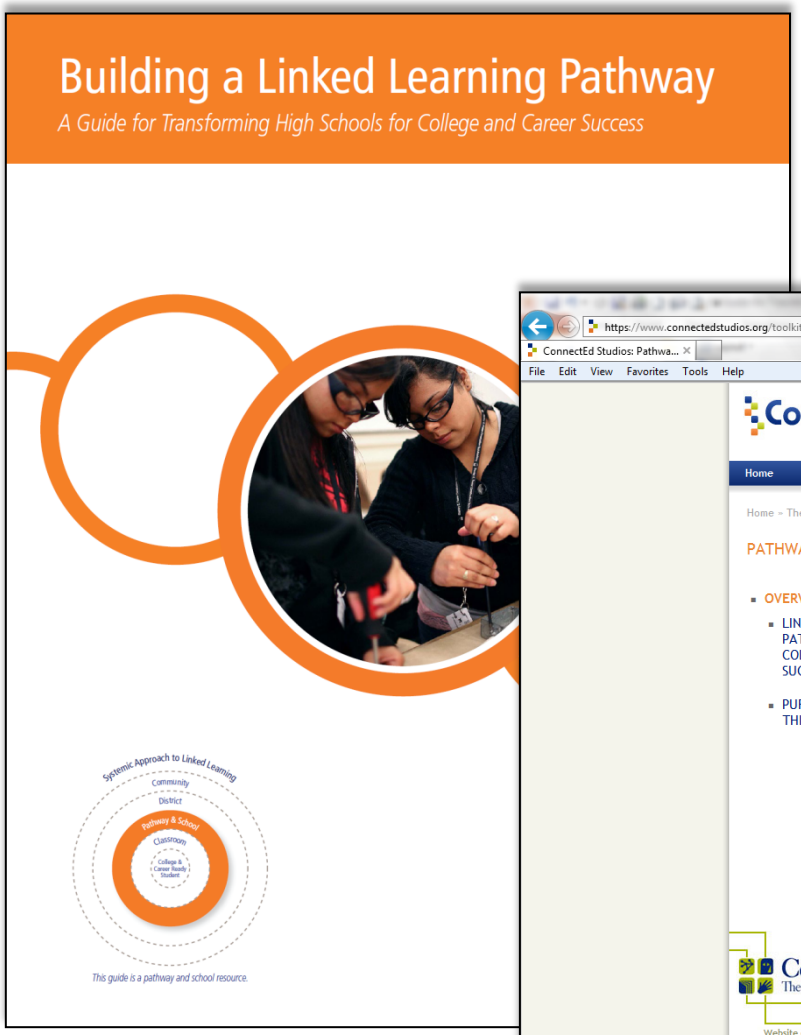
☑ A backward map of the outcome(s) to show the progression across the grade levels

☑ Program of Study including their WBL continuum

Pathway Development



Pathway Guide and Tool Kit



Pathway Guide

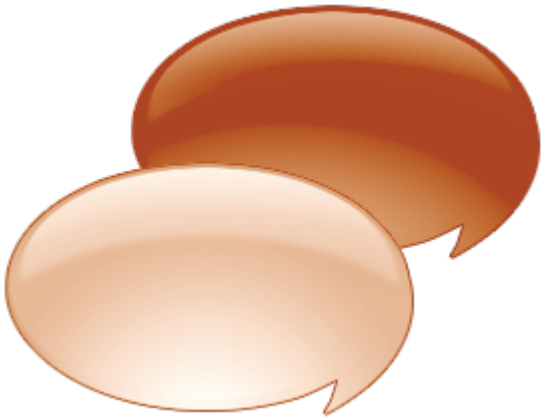
- Jigsaw

Step 1
The process involves:

a. Forming a Design Team
b. **Establishing the pathway vision and mission**
c. Determining and/or refining a pathway theme
d. **Developing pathway-level college, career and civic minded ready student learning outcomes**
e. Forming a business and community advisory committee

Establishing the Pathway Vision and Mission

“Student Voices” Video



AS YOU WATCH, JOT DOWN…

- *How did students describe their experience?*
- *What WORDS did they use?*
- *What were the key elements of their experience?*

“Student Voices” Video

“Student Voices” Video

IN TRIOS (4 Min.)…

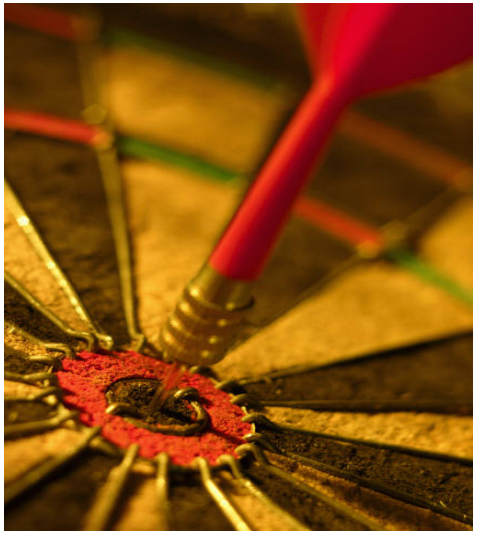
- *How did students describe their experience?*
- *What WORDS did they use?*
- *How might this connect back to Tony Wagner’s competencies?*

BE PREPARED TO SHARE OUT

Need a Vision and Plan

5 Words

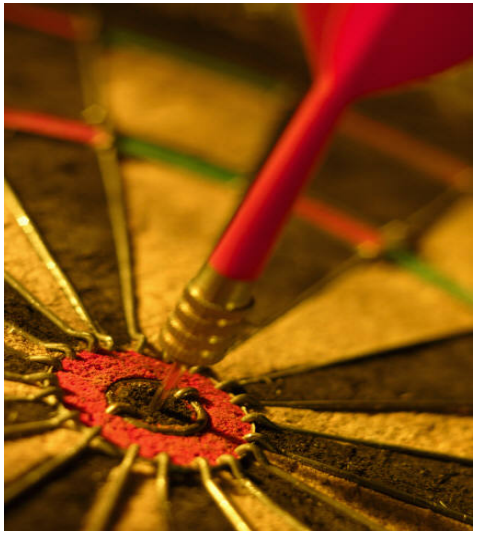
- What is the purpose of your pathway?



Each Linked Learning Pathway

Should draft their own vision/mission and outcomes to…

- Communicate specific aspirations
- Articulate a common *purpose*
- State clear intent
- Aligned with the district's Graduate Profile



In Linked Learning pathways…

vision and mission should

reflect the belief that

all students can graduate

prepared for college and career

and civic minded

Mission & Vision Criteria

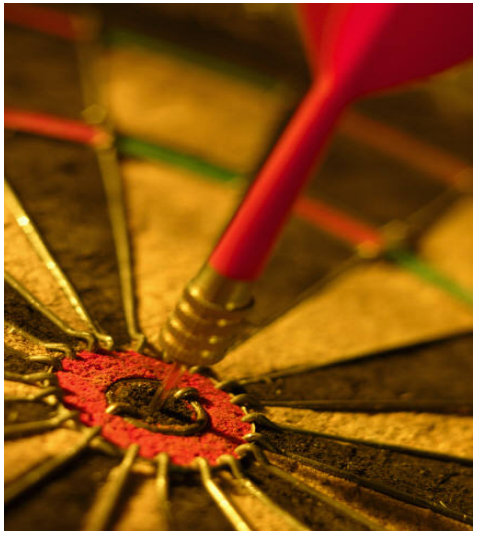
1. What will **happen for students** as a result of completing the pathway?

2. What will students **experience** that is unique?

3. What **actions** will the pathway team take to get these results?

Because vision and mission statements:

- Communicate specific *aspirations*
- *Illuminate* and clarify a common *purpose*
- State *intentions*



Pathway vision should..

describes what will happen for students as a result of successful participation.

Key Words and Phrases

- Could be generated by stakeholders

such as…

- make informed career decisions
- articulated postsecondary transitions

Mission is the quest…

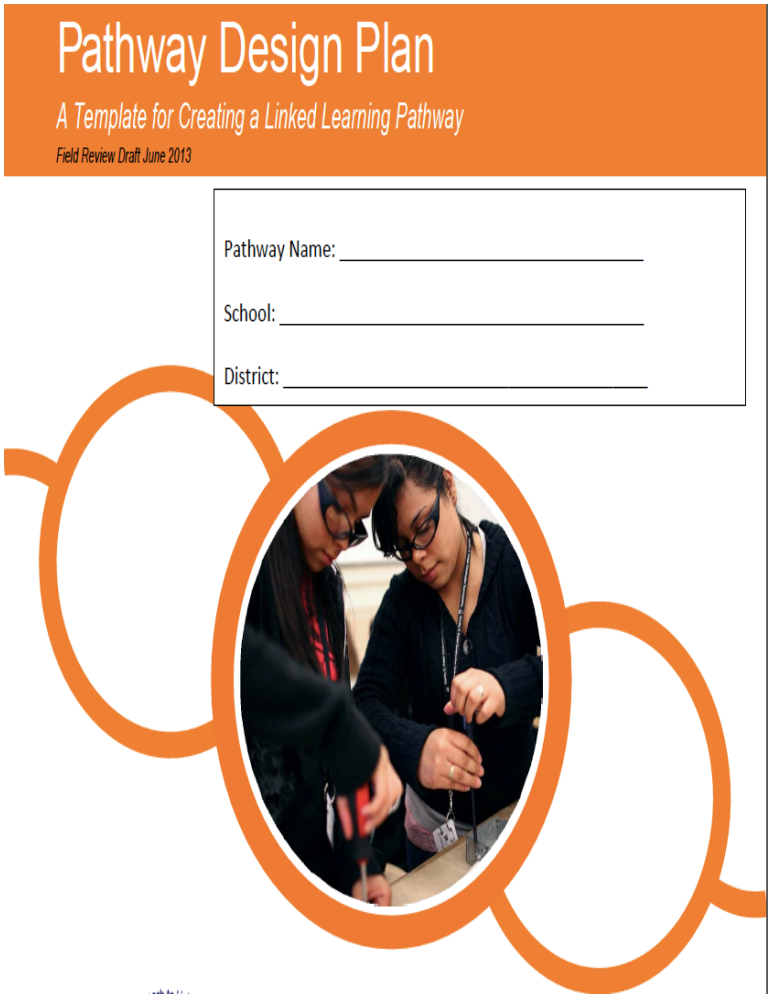
to realize the vision in ways that may be unique to the specific pathway

Good mission statements…

- Clarify the actions you will take to realize the vision
- Convey what students may experience and highlights what will occur that is unique for your pathway

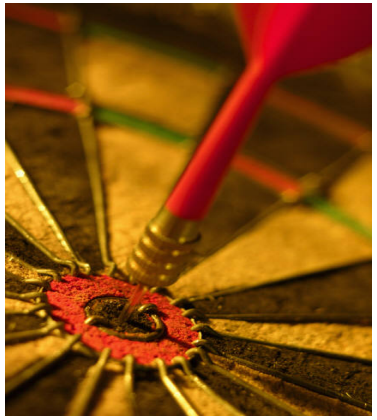
Team discussion

- Use Pathway Design Plan and Guide to:
  - address the questions about your vision/mission.



Team Time (20 minutes)

1. Prioritize the words and phrases from our morning session where we defined what students should know and be able to do.
2. Using the prioritized words and phrases, draft what you think the vision of your pathway is or should be. *(1-3 sentences max - don't word smith)*



Mission & Vision Criteria

1. What will **happen for students** as a result of completing the pathway?

2. What will students **experience** that is unique?

3. What **actions** will the pathway team take to get these results?

Tuning Protocol

- Step 1: Presentation of vision/mission statement and pathway outcomes development process and product. (4-5 min.)
- Step 2: Clarifying questions. (2 min)
- Step 3: Examination of vision and pathway outcomes. Review compared to criteria. Presenters are silent. Participants work silently (3 minutes)

Tuning Protocol

- Step 4: Warm and Cool Feedback (3 min)
  - Participants share feedback with each other while the presenters are silent. Start with warm feedback.
  - Remember the criteria.
- Step 5: Presenters speak to those comments/ questions they choose. Participants are silent. (3 min.)
  - Not a time to defend.
  - Focus on comments that were productive.

Switch roles and repeat.

Sample

Multimedia & Technology (MTA)

- The Academy of Multimedia and Technology is committed to developing competitive leaders in the world of technology through its interactive linked learning opportunities with local business partners who mentor hands-on projects to produce marketing materials and gain computer networking skills.

Sample

- Engineering (AOE)
- Students will begin to build their understanding of the fundamental laws of engineering through cutting-edge design and hands-on, computer-generated prototypes that lead to the development of fully functional products.

Sample

Law, Justice, & Education (LJE)

- The Academy of Law, Justice and Education is committed to preparing students for college and career and engage community participation by developing ethical, dedicated individuals through integrated career-themed courses in the field of law and justice, public safety and social services, including careers in education.

Backward mapping the Student Learning Outcome(s)

Vertical Alignment of Student Outcomes

LEVEL OF ASSESSMENT	EXAMPLE OF ALIGNMENT
District Graduate Profile (District Outcomes)	Communicates effectively, orally, in writing, and non-verbally
School-wide Outcomes	Communicates effectively, orally, in writing, and non-verbally
Pathway Outcomes	Employs appropriate terminology and protocols to perform effectively in health care settings
Course Outcomes	Utilizes correct medical terminology in course projects and presentations
Project Outcomes	Accurately explains virological properties in presentation on vaccine solution to pandemic project

College and career ready skills: Academic, Technical, 21st Century

GRADUATE PROFILE

EGUSD graduates demonstrate their readiness to succeed in college, career, and life readiness through:

Creative problem-solving

- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions
- Develops solutions using innovative, inventive, and intuitive ideas and approaches
- Utilizes resources and processes necessary to solve problems

THINK

Self-awareness, self-reliance, self-discipline

- Possesses and applies skills necessary for living independently
- Sets and meets realistic, measurable goals; makes adjustments as needed
- Articulates strengths, weaknesses, abilities, and limitations as these apply to achieving plans and goals after graduation
- Manages and balances time, resources, and responsibilities

PLAN

Technical literacy

- Demonstrates mastery of technology necessary for college and career success
- Exhibits willingness to learn and utilize new technology
- Understands the evolving role of technology in industry and society

CONNECT

Communication and collaboration

- Articulates thoughts and ideas in all forms of communication: oral, written, and non-verbal
- Reads, listens, and observes effectively
- Relates to and collaborates with diverse groups to achieve a common purpose

COMMUNICATE

Community engagement

- Demonstrates knowledge about school, local, and global issues
- Respects cultural differences
- Participates in diverse school and community organizations willingly and cooperatively

ENGAGE

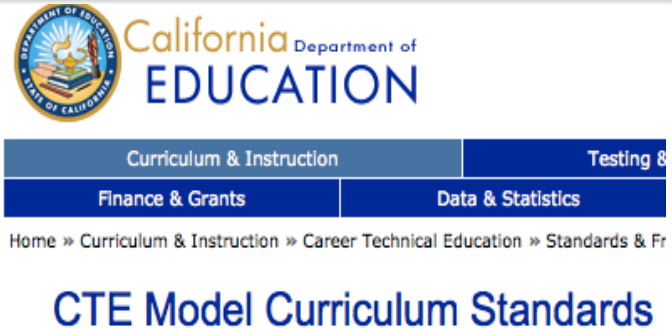
Integrity

- Makes commitments and keeps them, giving full effort
- Takes responsibility for actions
- Acts with honesty, authenticity, and sincerity

ACT

CTE Knowledge and Performance Anchor Standards

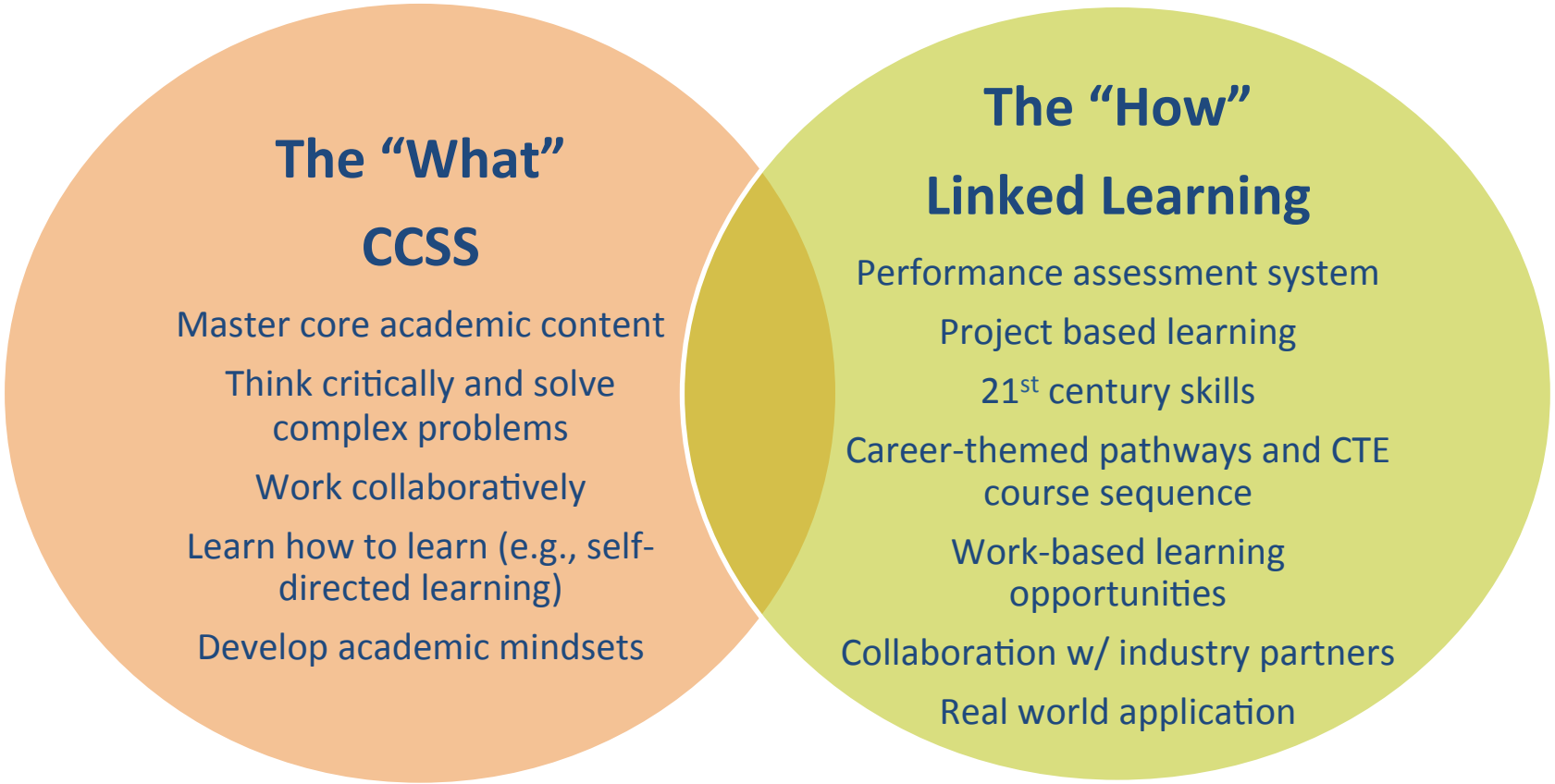
1. Academics
2. Communications
3. Career Planning and Management
4. Technology
5. Problem Solving and Critical Thinking
6. Health and Safety
7. Responsibility and Flexibility
8. Ethics and Legal Responsibilities
9. Leadership and Teamwork
10. Technical Knowledge and Skills
11. Demonstration and Application



Common Core Standards

- Educational standards describe what students should know and be able to do in each subject in each grade.

Linked Learning and the Common Core



The Linked Learning Advantage: Using Linked Learning to Implement the Common Core State Standards

August 2013

By Elle Rustique (SCOPE) and Brad Stam (ConnectEd)

Linked Learning is the vehicle with the most promise to implement the challenging Common Core State Standards at the high school level…[and] lead to increased student engagement and achievement. The Common Core is the "what"; Linked Learning [is] the "how." Both share the same "end in mind" — which is students who are college and career ready.

—Pamela Seki, Director, Curriculum, Instruction, & Professional Development, Long Beach Unified School District

About This Brief

This brief examines how Linked Learning, an innovative approach to high school reform, offers an advantage to teachers, schools, and districts implementing the Common Core State Standards (CCSS). Both the CCSS and Linked Learning seek to prepare students for college and career by connecting learning in the classroom with real-world applications outside the school. Practitioners, administrators, parents, policymakers, and others can use this brief as a guide to understanding the parallels between the CCSS and Linked Learning and to discover strategic approaches for combining the CCSS and Linked Learning to design high-quality, relevant, 21st century instruction for all students.

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What Is Linked Learning?

Teachers, principals, and superintendents seeking a solution for secondary education that engages students and better prepares them to succeed with the Common Core State Standards (CCSS) would be well advised to take a look at Linked Learning. Linked Learning is an innovative approach to high school reform that seeks to prepare students for both college and career by connecting learning in the classroom with real-world applications in the workplace.

Students enrolled in a Linked Learning pathway enter into a four-year program of study that integrates academic content with technical and 21st century skills within a career-based theme, such as engineering, law, or performing arts. The Linked Learning pathway model includes four major components that complement and align closely with the CCSS. These are:

1. A college-prep academic core emphasizing real-world applications,
2. A technical core of three or more courses meeting industry standards,
3. Work-based learning, and
4. Personalized student supports (academic, emotional and social, college and career guidance).

Currently, 10 school districts across California — Antioch, Long Beach, Los Angeles Unified School District Local District Four, Montebello, Oakland, Pasadena, Porterville, Sacramento, Sonoma Valley, and West Contra Costa — are implementing this system of high-quality, career-themed pathways through the California Linked Learning District Initiative, which aims to demonstrate that when school districts use Linked Learning as a primary strategy for high school transformation, student outcomes improve. For these districts and other school districts across the country, the CCSS offer a resounding validation of Linked Learning's goals: To provide a teaching and learning environment of high student expectations and to ensure that every student receives the access and opportunities to be successful at the postsecondary level, in college and career.

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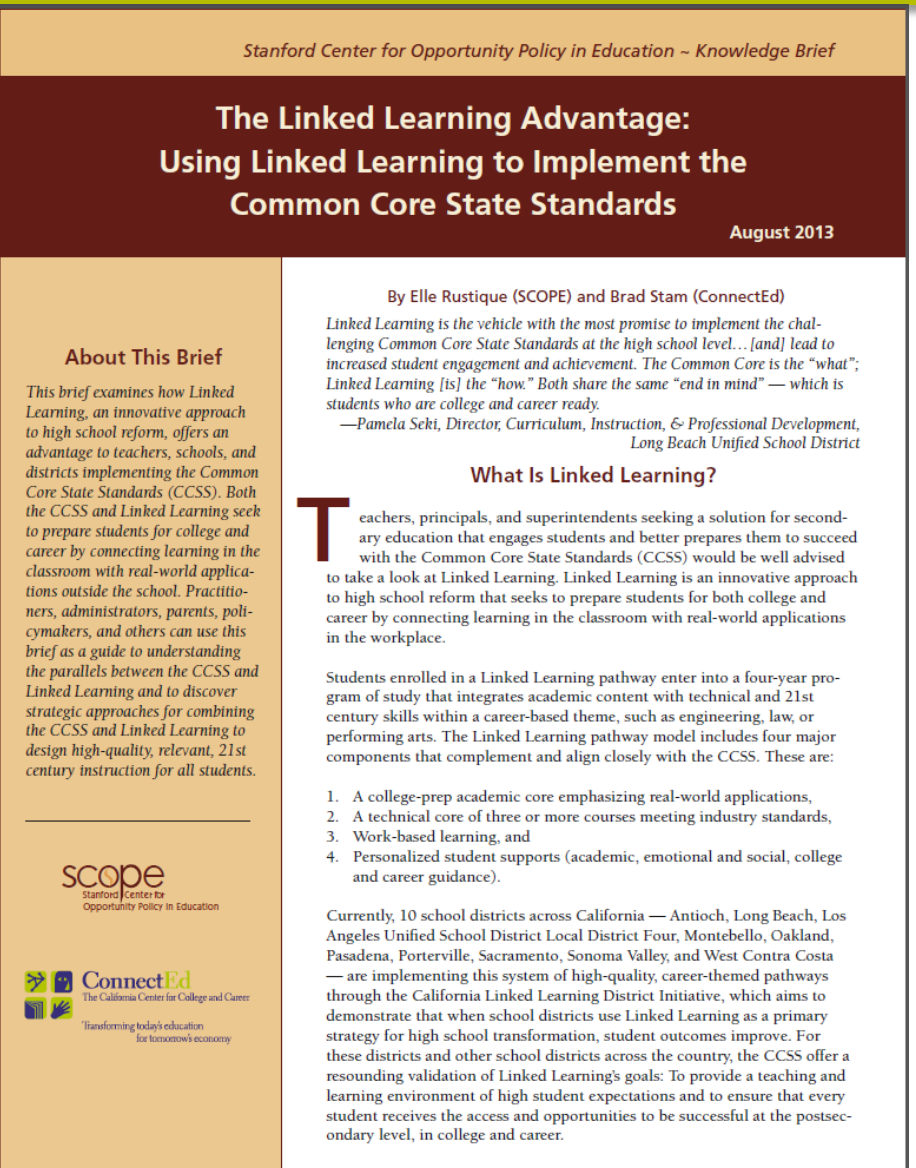
August 2013

Linked Learning and the CCSS are mutually supportive:

1. Shared student learning outcomes, with an emphasis on higher order thinking skills;
2. Compatible approaches to interdisciplinary curriculum, instruction, and performance-based assessment;
3. Real-world integration and application of academic and technical skills and knowledge;
4. Student assessment through authentic demonstrations of learning (e.g., portfolios, project defenses, exhibitions).

Linked Learning and Common Core



Stanford Center for Opportunity Policy in Education ~ Knowledge Brief

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Table 1: Alignment between CCSS and Linked Learning (*p 3*)

Table 2: Common Core Instructional Shifts for ELA (*p 4*)

Table 3: Common Core Instructional Shifts for Math (*p 5*)

Table 4: CCSS and LL Integration Strategies for Districts (*p 6*)

Looking Ahead (*pp 7-8*)

Student Outcomes-Driven Practice

- The progress of every student toward measurable and consequential **learning outcomes is the driving purpose** for the academy community of practice.
- The academy team regularly reviews **performance-based measures of academy-specific student learning outcomes.**

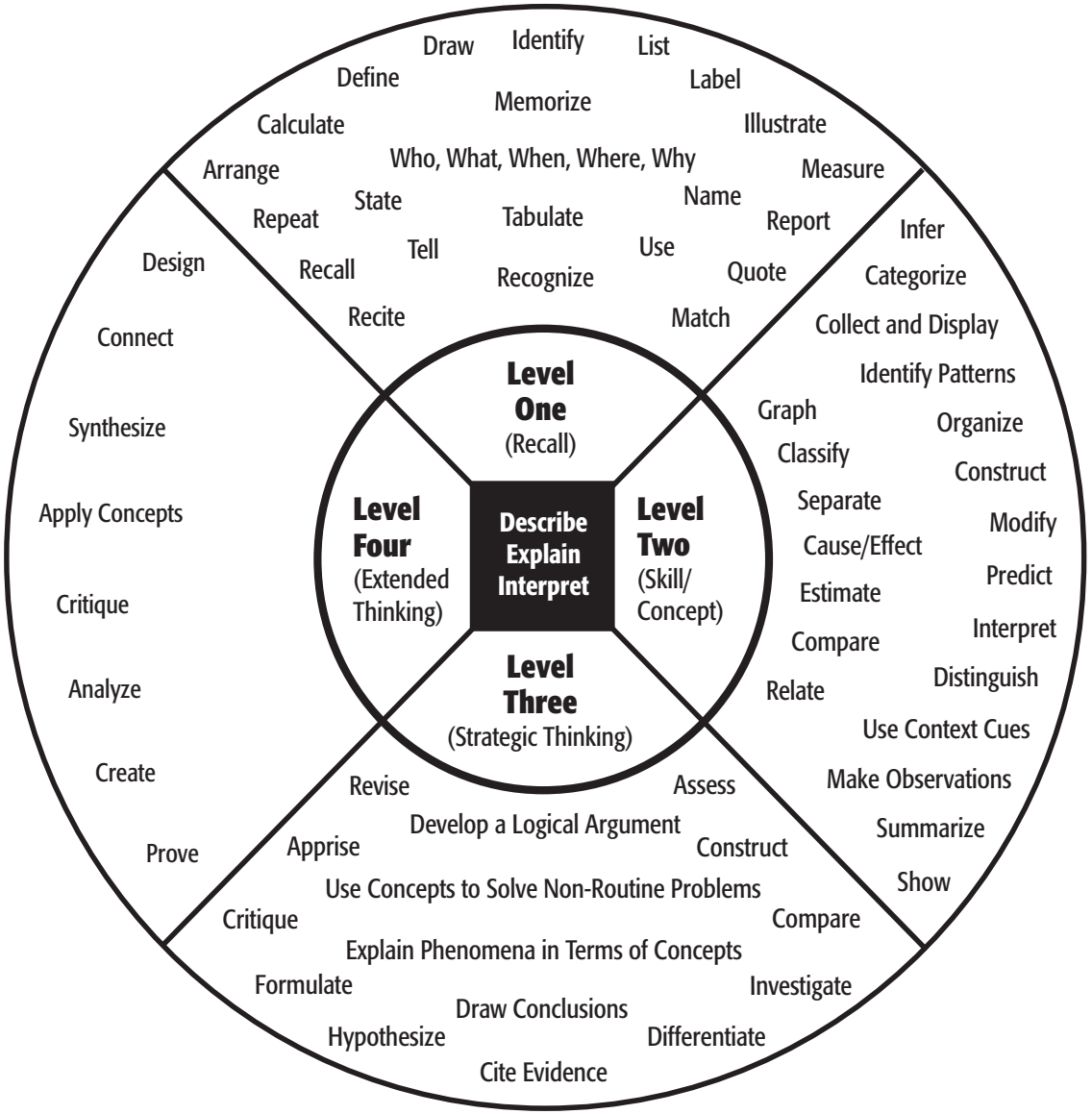
Pathway Outcome Statements

- Will **Integrate** 21st century knowledge and skills, CTE and core academics.
- Are **measurable** and can be validated through direct observation or evidence
- Are **succinct**, relevant and applicable across multiple grade levels, and subjects

12th Grade Pathway Outcome Statements

- Use verbs that imply the **performance task** and the level of learning
- Have been **validated** by industry advisors and community stakeholders
- **Inform** the development of curriculum and instruction

Depth of Knowledge (DOK) Levels



Pathway Outcomes in OPTIC

Pathway-specific outcomes

Beginning and Emerging	Developing and Approaching	Meeting and Advancing	Excelling and Sustaining
Pathway teachers: ▪ Work collaboratively to develop an initial set of pathway-specific student learning outcomes aligned to college and career readiness expectations ▪ May have informal or class-specific student learning outcomes ▪ Consider schoolwide learner outcomes when developing course content and designing projects	The pathway team: ▪ Has established and disseminated an initial set of cross-disciplinary, pathway-specific student learning outcomes aligned with and integrating the Common Core State Standards and Next Generation Science Standards, career and technical education (CTE) standards, and college and career readiness expectations ▪ Begins to reference and use learning outcomes when planning lessons, determining course content, and designing assessments	The pathway team, in consultation with partners: ▪ Annually reviews and revises pathway-specific student learning outcomes in light of data on student performance and to ensure continued alignment with current expectations for college and career readiness and industry standards ▪ Uses pathway-specific student learning outcomes to guide the design of the pathway program of study, curriculum, instruction, and assessment	In addition to achieving the Meeting and Advancing criteria, the pathway team: ▪ Engages students, parents, and community members in the review and revision process ▪ Uses revisions in student learning outcomes to inform changes to pathway program of study, curriculum, instruction, and assessment

Community of Practice

Instructional Design and Revision Cycle

What steps do your teams currently do?

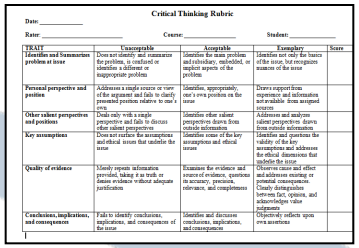
Culminating Assessment System Framework

Academy Outcomes Mapped by Grade-level

Pathway Outcome

	9	10	11	12
Outcome 1	+	++	+++	++++
Outcome 2	++	++	+++	++++
Outcome 3	+	+	++	+++

Rubrics for Academy Outcomes Identified/Adapted



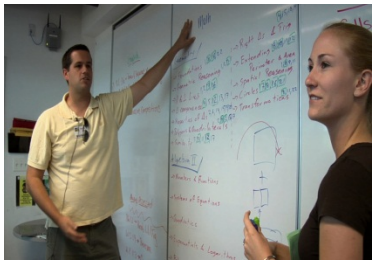
Critical Thinking Rubric

Date: _____

Rater: _____ Course: _____ Student: _____

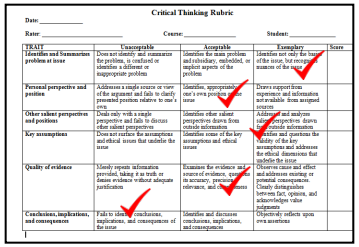
TRAIT	Unacceptable	Acceptable	Exemplary	Score
Identifies and Summarizes problem at issue	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue	
Personal perspective and position	Addresses a single source or view of the argument and fails to clarify presented position relative to one's own	Identifies, appropriately, one's own position on the issue	Draws support from experience and information not available from assigned sources	
Other salient perspectives and positions	Deals only with a single perspective and fails to discuss other salient perspectives	Identifies other salient perspectives drawn from outside information	Addresses and analyzes salient perspectives drawn from outside information	
Key assumptions	Does not surface the assumptions and ethical issues that underlie the issue	Identifies some of the key assumptions and ethical issues	Identifies and questions the validity of the key assumptions and addresses the ethical dimensions that underlie the issue	
Quality of evidence	Merely repeats information provided, taking it as truth or denies evidence without adequate justification	Examines the evidence and source of evidence, questions its accuracy, precision, relevance, and completeness	Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between fact, opinion, and acknowledges value judgments	
Conclusions, implications, and consequences	Fails to identify conclusions, implications, and consequences of the issue	Identifies and discusses conclusions, implications, and consequences	Objectively reflects upon own assertions	

Projects and Work-based Learning Experiences Designed to Meet Outcomes



Changes in Learning and Teaching

Rubric used to measure outcome attainment



Critical Thinking Rubric

Date: _____

Rater: _____ Course: _____ Student: _____

TRAIT	Unacceptable	Acceptable	Exemplary	Score
Identifies and Summarizes problem at issue	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue	
Personal perspective and position	Addresses a single source or view of the argument and fails to clarify presented position relative to one's own	Identifies, appropriately, one's own position on the issue	Draws support from experience and information not available from assigned sources	
Other salient perspectives and positions	Deals only with a single perspective and fails to discuss other salient perspectives	Identifies other salient perspectives drawn from outside information	Addresses and analyzes salient perspectives drawn from outside information	
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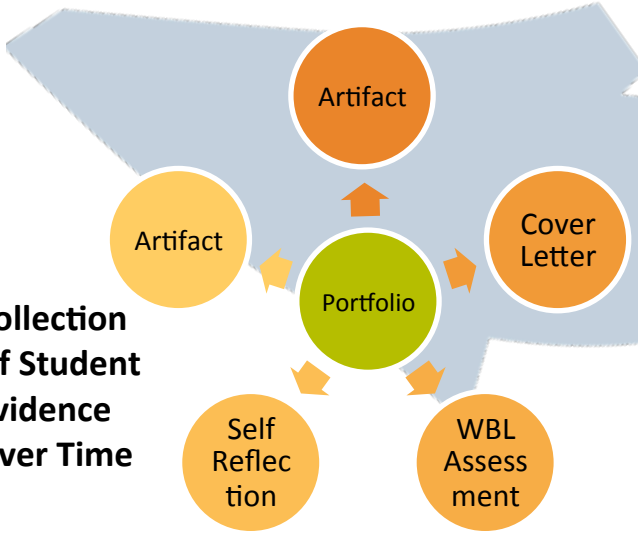
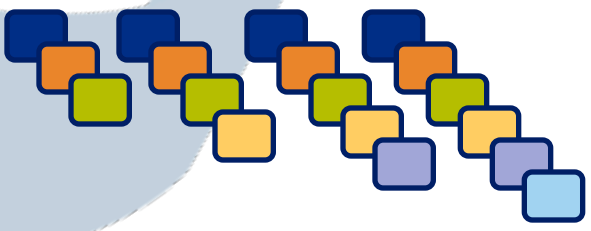
Student Defense of Outcome Attainment

Collection Of Student Evidence Over Time



PBL Tasks and Work-Based Learning Scaffold Across Grade-levels



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High Quality Academy Student Outcomes Statement Criteria

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High-Quality Pathway Student Learning Outcome Statement Criteria

A quality pathway outcome statement:	Related questions for interrogating your Pathway's Student Learning Outcomes:
1. Identifies what a college and career ready graduate CAN DO after successfully completing the pathway program of study.	1. What competencies would a college and career ready student demonstrate to meet proficiency in this outcome? How would a graduate show, perform, or apply new knowledge and skills?
2. Is measurable and can be validated through direct observation or evidence (i.e. a product, performance, solution, or service).	2. Is the outcome measureable? Does it allow for assessing the varying degrees to which an outcome may or may not have been achieved? *(i.e. could it be used to determine progress towards mastery or degree of proficiency - as in rubrics?)*
3. Are relevant and applicable across multiple grade levels and across multiple subjects.	3. Is the outcome essential to your pathway? Is the intended outcome measuring something useful, meaningful, and of critical importance to your pathway?
4. Uses verbs that imply the performance task the level of learning *(See the Learning Outcomes Statements (LOS) Command Words document for examples).*	4. Are verbs expressed in the present tense? *(i.e. what a graduate does, not what s/he will do)* Before each outcome can you insert: "Graduates from our pathway…"?
5. Have been mapped backwards to grade-level benchmarks and linked to specific pathway components.	5. Have the pathway outcomes been vertically articulated across the grade levels, mapping the necessary skill development needed to acquire by graduation?

DRAFT

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Pathway Outcomes

Limited set of 4-6 simple statements identifying what you expect all 12th grade students from your academy **will be able to do** to demonstrate that they are ready for success in college, career, and life.

Final Product:
Backwards Mapped Outcomes

Ninth Grade Completers	Tenth Grade Completers
Communicate and interact with small groups Collaborate effectively with peers and instructors	Communicate and interact with both large and small groups employing proper protocols
Describe the process for the enactment of laws	Research a variety of laws and policies related to case studies

Eleventh Grade Completers	Graduates
Develop and articulate reasoned, persuasive arguments in support of public policy options or positions	Gain consensus for the resolution of differing opinions and positions and obtain support for new policies and positions
Identify the foundation and application of laws and policies and apply to legal positions and judgments	Develop articulate, well- reasoned, persuasive arguments in support of public policy options or positions

Backwards Map 4-6 12th Grade Outcomes

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Outcomes Backwards Planning Template

Ninth Grade Completers	Tenth Grade Completers	Eleventh Grade Completers	Pathway Outcomes

As a team, how might you use your program of study to determine where and how these outcomes will be addressed, assessed and documented?

Academy Outcome Statements

- Will **Integrate** 21st century knowledge and skills, CTE and core academics.
- Are **measurable** and can be validated through direct observation or evidence
- Are **succinct**, relevant and applicable across multiple grade levels, and subjects

Questions To Ponder

- What would employers or business partners think of these outcomes? How can you engage them in refining the outcomes?

- What would it take to achieve these outcomes?
  - How can the outcomes be dealt with and monitored in coursework, projects and WBL

Larson
"Mr. Osborne, may I be excused?
My brain is full."

Plan For Piloting Pathway Outcomes Workshop

Next Steps…

- Choose a pilot team
- Identify release and or planning time/dates prior to next meeting

Display Board

- Each pathway team is to prepare a display board or poster featuring various artifacts:

☑ The Pathway theme/name including school name and district

☑ Vision and mission statement for the pathway

☑ Draft set of Pathway outcomes

☑ A backward map of the outcome(s) to show the progression across the grade levels

☑ Program of Study including their WBL continuum (CCASN)

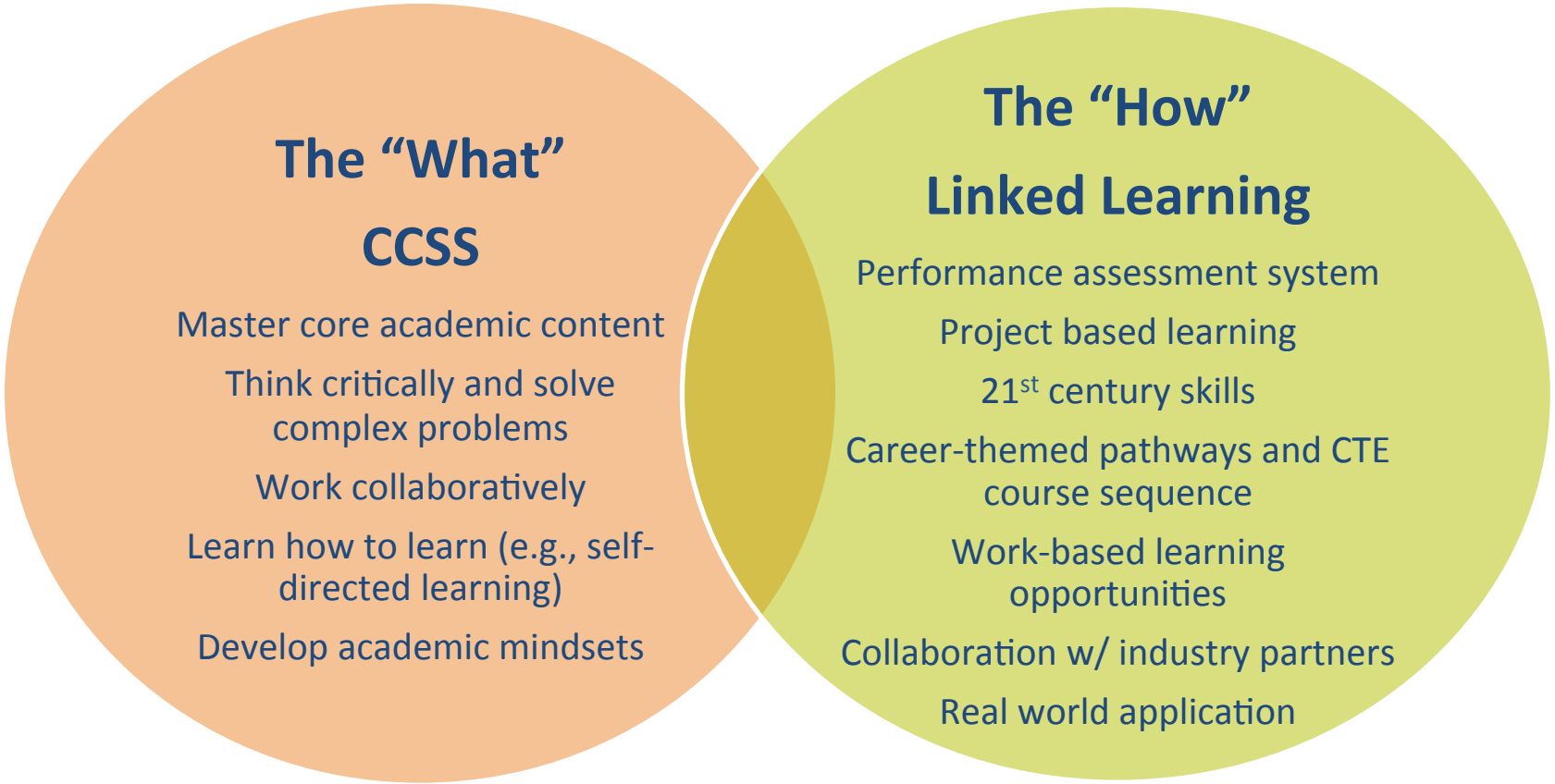
Pilot

- Is this doable?
- What support do you need?
- What would be a realistic timeline and process?

Questions

Linked Learning and Common Core State Standards

Linked Learning and the Common Core



The Linked Learning Advantage: Using Linked Learning to Implement the Common Core State Standards

August 2013

By Elle Rustique (SCOPE) and Brad Stam (ConnectEd)

Linked Learning is the vehicle with the most promise to implement the challenging Common Core State Standards at the high school level…[and] lead to increased student engagement and achievement. The Common Core is the "what"; Linked Learning [is] the "how." Both share the same "end in mind" — which is students who are college and career ready.

—Pamela Seki, Director, Curriculum, Instruction, & Professional Development, Long Beach Unified School District

About This Brief

This brief examines how Linked Learning, an innovative approach to high school reform, offers an advantage to teachers, schools, and districts implementing the Common Core State Standards (CCSS). Both the CCSS and Linked Learning seek to prepare students for college and career by connecting learning in the classroom with real-world applications outside the school. Practitioners, administrators, parents, policymakers, and others can use this brief as a guide to understanding the parallels between the CCSS and Linked Learning and to discover strategic approaches for combining the CCSS and Linked Learning to design high-quality, relevant, 21st century instruction for all students.

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What Is Linked Learning?

Teachers, principals, and superintendents seeking a solution for secondary education that engages students and better prepares them to succeed with the Common Core State Standards (CCSS) would be well advised to take a look at Linked Learning. Linked Learning is an innovative approach to high school reform that seeks to prepare students for both college and career by connecting learning in the classroom with real-world applications in the workplace.

Students enrolled in a Linked Learning pathway enter into a four-year program of study that integrates academic content with technical and 21st century skills within a career-based theme, such as engineering, law, or performing arts. The Linked Learning pathway model includes four major components that complement and align closely with the CCSS. These are:

1. A college-prep academic core emphasizing real-world applications,
2. A technical core of three or more courses meeting industry standards,
3. Work-based learning, and
4. Personalized student supports (academic, emotional and social, college and career guidance).

Currently, 10 school districts across California — Antioch, Long Beach, Los Angeles Unified School District Local District Four, Montebello, Oakland, Pasadena, Porterville, Sacramento, Sonoma Valley, and West Contra Costa — are implementing this system of high-quality, career-themed pathways through the California Linked Learning District Initiative, which aims to demonstrate that when school districts use Linked Learning as a primary strategy for high school transformation, student outcomes improve. For these districts and other school districts across the country, the CCSS offer a resounding validation of Linked Learning's goals: To provide a teaching and learning environment of high student expectations and to ensure that every student receives the access and opportunities to be successful at the postsecondary level, in college and career.

Stanford Center for Opportunity Policy in Education ~ Knowledge Brief

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August 2013

Linked Learning and the CCSS are mutually supportive:

1. Shared student learning outcomes, with an emphasis on higher order thinking skills;
2. Compatible approaches to interdisciplinary curriculum, instruction, and performance-based assessment;
3. Real-world integration and application of academic and technical skills and knowledge;
4. Student assessment through authentic demonstrations of learning (e.g., portfolios, project defenses, exhibitions).

Linked Learning and Common Core

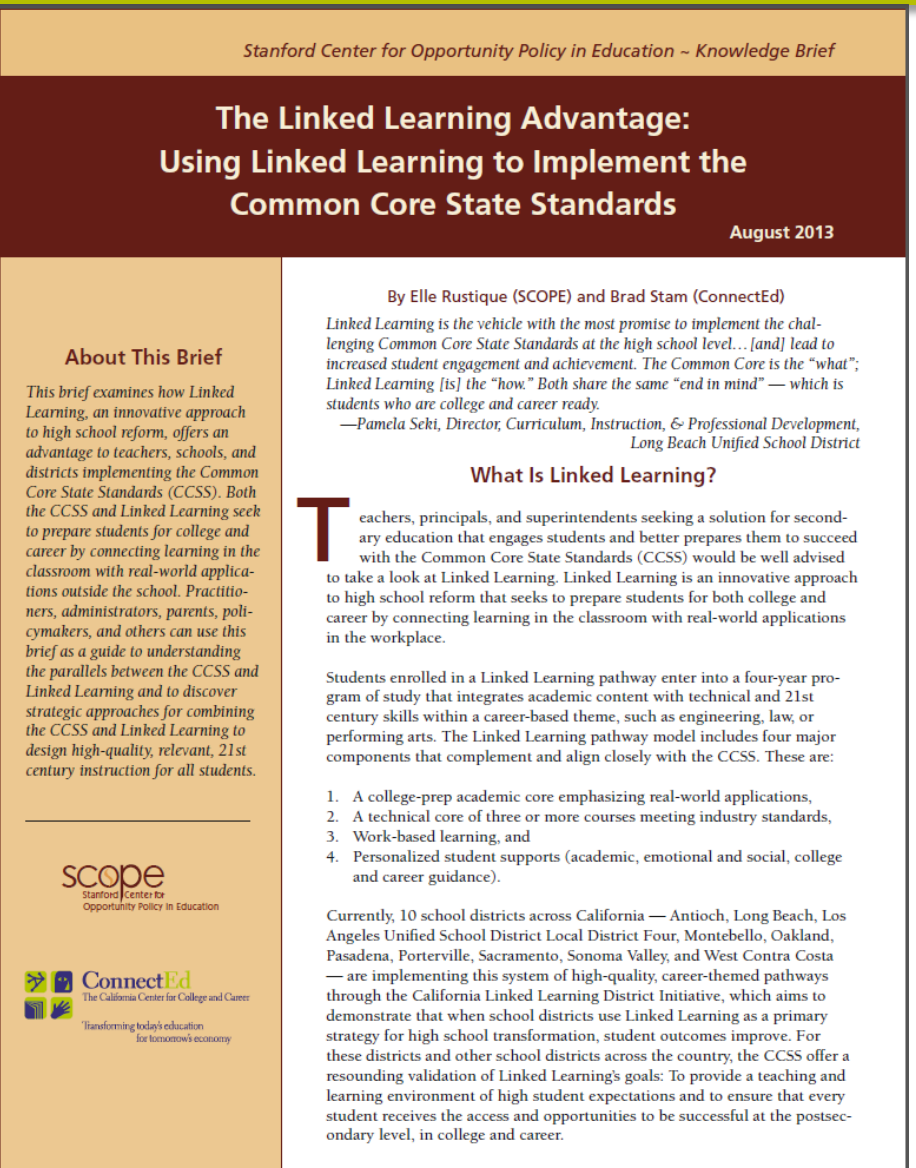

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Table 1: Alignment between CCSS and Linked Learning (*p 3*)

Table 2: Common Core Instructional Shifts for ELA (*p 4*)

Table 3: Common Core Instructional Shifts for Math (*p 5*)

Table 4: CCSS and LL Integration Strategies for Districts (*p 6*)

Looking Ahead (*pp 7-8*)

Possible Topics for Future Trainings

- Pathway Community of Practice
- Overview of Behaviors of Teaching and Learning
- Advisory Boards
- Establishing continuum of outcomes aligned Work-based learning
- ConnectEd Studios and OPTIC
- Pathway Performance Tasks
- Integrated Curriculum and Curriculum Mapping

Debrief

- How did this process work for you?
- What do you still need?

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