

# Classroom-Aligned Work-Based Learning that Scales

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ACTE CareerTech Vision 2014

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# WestEd

[www.wested.org](http://www.wested.org)

- National research and development non-profit, including the long-standing Regional Educational Laboratory and federal and state initiatives related to the Common Core State Standards, STEM, the NGSS, innovative assessment approaches, equity, and English Language acquisition, among others
- HHDP focus on evaluation, research, policy, and technical assistance related to college and career readiness, CTE, and the conditions that support learning
- Particular focus on hands-on, “real world” approaches that motivate students to succeed

# CCASN

<http://casn.berkeley.edu>

- Based at UC Berkeley Graduate School of Education
- Promotes researched-based practice to improve students' preparation for college and careers through direct technical support to schools and districts
- Conducts practice-based research and documentation
- Informs local, state and national policy
- Website includes over 20 guides, research reports, national directory of academies, “toolbox” of downloadable materials, videos, and more. Everything on the website is free.

# TN State Dept of Ed

[http://www.tn.gov/education/cte/work\\_based\\_learning.shtml](http://www.tn.gov/education/cte/work_based_learning.shtml)

- Work-Based Learning is housed with in the Division of Career Technical Education
- Executive Director of WBL is a new position as of last year
- Redesigning WBL across the state

# Introductions

Who are you – Show of Hands

- Role?
- From where?

# Objectives of the Session

- Establish common understanding of Work-Based Learning (WBL) and elements of high-quality WBL
- Explore examples that meet the critical elements
- Explore how to scale work-based learning and maximize alignment to classroom learning

# Food for Thought

- Does “high-quality” WBL mean Internships for all students?
- How can WBL be scaled so all students have access?
- How can WBL connect more meaningfully with classroom-based learning?

# Career Development Continuum

## Work-based Learning Continuum

Pre-K

13+

### Career Awareness

**Learning ABOUT work.**

Build awareness of the variety of careers available and the role of post-secondary education; Broaden student options.

### Career Exploration

**Learning ABOUT work.**

Explore career options and post-secondary requirements for purpose of motivation and to inform decision-making in high school and post-secondary.

### Career Preparation: Practicum & Internships

**Learning THROUGH work.**

Apply learning through practical experience that develops knowledge and skills necessary for success in careers and post-secondary education.

### Career Training

**Learning FOR work.**

Train for employment and/or post-secondary education in a specific range of occupations.



# Career Preparation:

Learning *through* work

# Refining the Definition of Career Preparation or “Work-Based Learning”

Defined as an educational strategy that:

- Links school-based instruction with activity that has consequences beyond the class or value beyond success in school
- Uses the workplace, or in-depth experience with employer or community input, to engage students and intentionally promote learning and access to future educational and career opportunities

Place, or *where* the activities take place, is important in addressing several of the purposes of work-based learning, but is not the primary defining criterion.

# A Pause to Consider Current Offerings

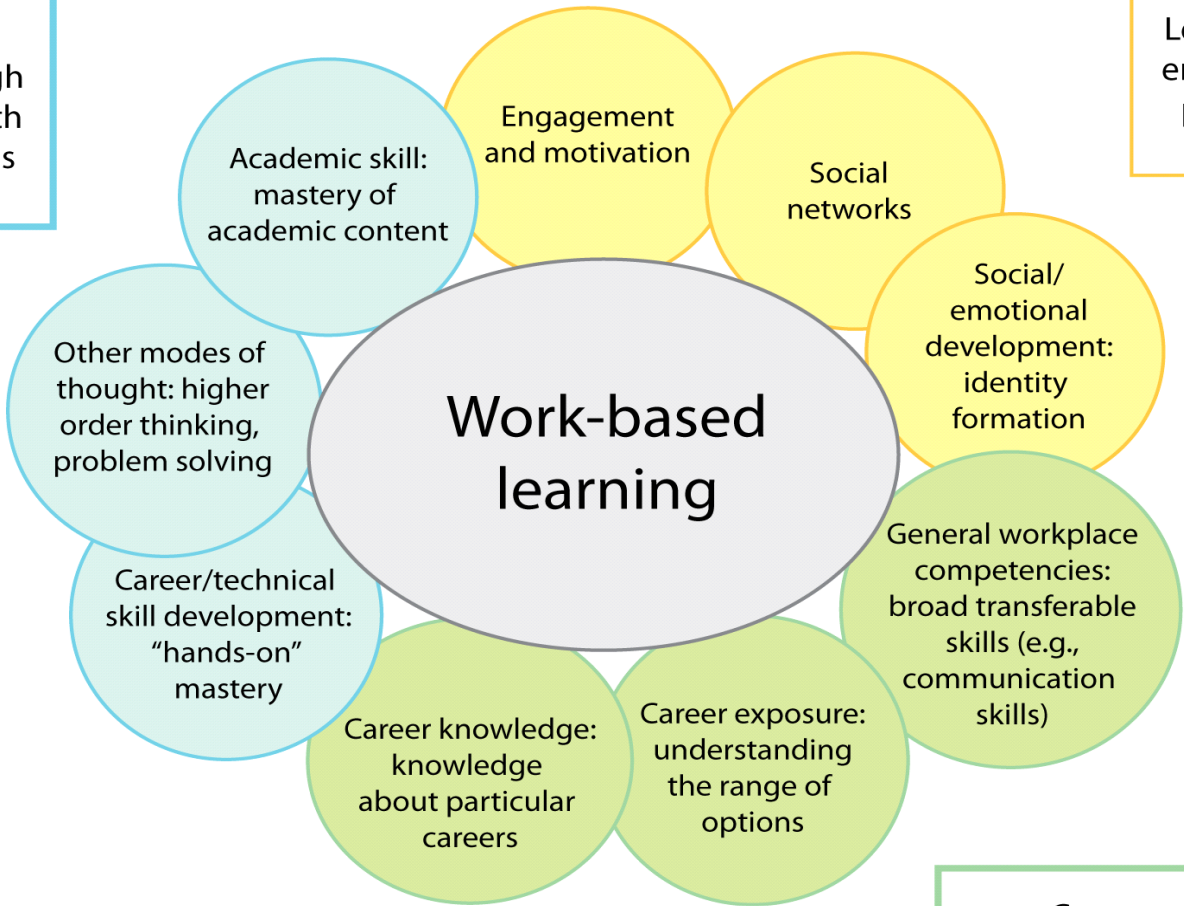
What are some WBL experiences  
that your school/system already  
provides?

*(Take a moment to jot some notes down  
on your worksheet.)*

# Learning Domains or Purposes Supported by Work-based Learning

Cognitive Development:  
Learning through engagement with ideas and things

Social/Emotional Development:  
Learning through engagement with people and self



Career Development:  
Learning through engagement with work processes and places

# Critical Elements of WBL

- Purposeful connection to learning — standards and curriculum
- Depth of experience with opportunity to engage in a professional community of practice
- Direct, systematic employer and/or community input
- Producing goods/services of value beyond the classroom
- Authentic value/benefit to students beyond the classroom

# Why a Purpose-Driven vs. Place-Based Definition?

- To address learning outcomes that may be attained through varied experiences
- To explore options that can enable us to scale work-based learning and ensure equity of access
- Because the workplace is changing



# Expanding Access

# Specific Strategies

- Multi-disciplinary projects with systematic employer or client input
- Student-led school-based enterprises
- Social enterprises
- Service learning
- Virtual enterprises
- Career-related student competitions
- Internships

# GLOBE CAP:

GLOBE: Global Learning and Observation to  
Benefit the Environment

CAP: California Academy Program

Supported by the **National Science Foundation** under Grant No. 1139664.



# Pause to Consider GLOBE CAP as Work-Based Learning

- What critical elements of practice-based learning does GLOBE CAP address?

*You can use the first column in table on the worksheet as a guide.*

# Example: GLOBE CAP

- Students collect data that contributes to our understanding of climate change and other environmental issues
- Scientists support data collection, provide input on careers, and help students understand the data
- Students delve deeply over a prolonged period of time
- GLOBE data collection is linked to curriculum and students' interests
- Students carry out projects to apply what they are learning

# GLOBE CAP continued

- Students are assessed with a project-based performance task on the development of:
  - Academic knowledge and skills in science
  - 21<sup>st</sup> Century skills, such as critical thinking and problem solving, collaboration, and communication
- Students present findings and suggestions to community client that has decision-making power (in the 12<sup>th</sup> grade)

# GLOBE CAP Rubric

	<u>1</u> Novice	<u>2</u> Developing	<u>3</u> Proficient	<u>4</u> Advanced
<b>SCIENCE KNOWLEDGE AND PRACTICES</b>				
1. Evidence of content knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Planning and carrying out investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Analyzing and interpreting data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>21<sup>ST</sup> CENTURY SKILLS</b>				
4. Oral communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Visual communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Precision and accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Information technology application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Collaboration and teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Global awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Career awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

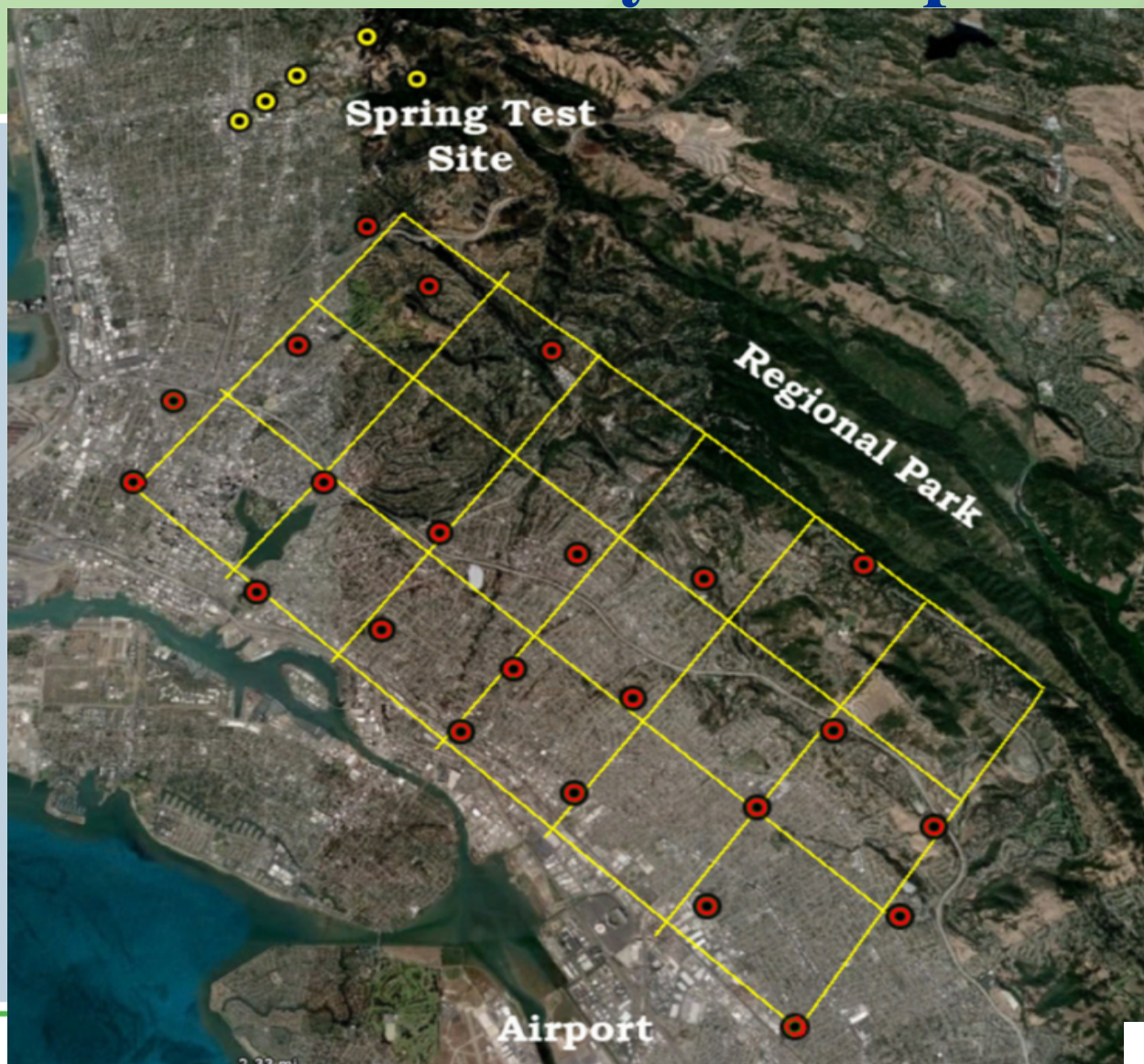


# Students Collect Data to Upload





# BEACON: Berkeley Atmospheric CO<sub>2</sub> Network



A 36 node, dense network will be deployed in late fall 2011. Each node will include measurements of CO<sub>2</sub>, NO<sub>2</sub>, CO, O<sub>3</sub>, P, T, RH. Rough spacing between nodes will be 2km.



# BEACON Grad Students Work with GLOBE CAP Students





# Accolades from the Mayor of Oakland



The mayor of Oakland talks to the lead teacher and students of the Oakland Environmental Science Academy about the students' project.

# WBL in Tennessee

# Tennessee State Department of Education 2015-16 Work-Based Learning Preview

Chelsea Parker, Executive Director,  
Work-Based Learning

# TN Vision for Work-Based Learning

In an increasingly complex global economy, all students must be prepared with intellectual, technical and social skills needed to compete and contribute meaningfully to their communities. For most, this will mean completing some postsecondary education or training; for all, it will mean learning about themselves and the world of work.

*WBL can bridge the gap  
between high school and  
life beyond.*





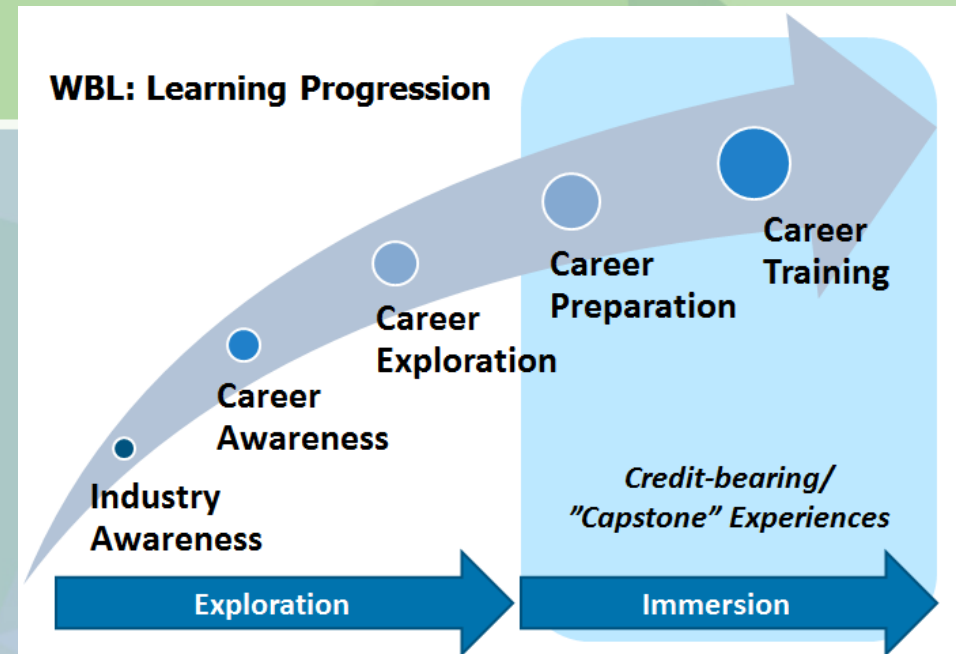
# Redesigning Work-Based Learning

Dates	Phase
January – February 2014	<b>Statewide WBL Assessment :</b> <ul style="list-style-type: none"> <li>•January: <b>WBL Survey</b> (437 CTE Directors, Counselors, WBL Coordinators)</li> <li>•February: <b>Focus Groups across TN</b> (225 CTE Directors, Administrators, Counselors, WBL Coordinators, Employers)</li> </ul>
March – July 2014	<b>Develop NEW Policies and WBL Standards:</b> <ul style="list-style-type: none"> <li>•Proposed revisions to SBE Rules and Policies</li> <li>•WBL Policy Manual</li> <li>•WBL Implementation Guide</li> <li>•WBL Course Standards DRAFT (for submission at October SBE meeting)</li> </ul>
August 2014 – May 2015	<b>2014-2015 WBL Pilot Program:</b> <ul style="list-style-type: none"> <li>•Participating Districts: Anderson County, Clarksville- Montgomery, Gibson SSD, Moore County, and Rutherford County Schools</li> </ul>

# WBL Framework: 2015-16 Implementation

On October 31, recommendations to the State Board of Education (SBE) Rule and Policy were passed on final reading that:

- **Establish a WBL Framework** to guide all WBL experiences, whether offered for-credit or not-for-credit
- **Increase the focus on skill development** to ensure students gain valuable employability skills
- **Allow for more regular updates** to Department of Education WBL Policy Guide to provide clearer expectations for WBL

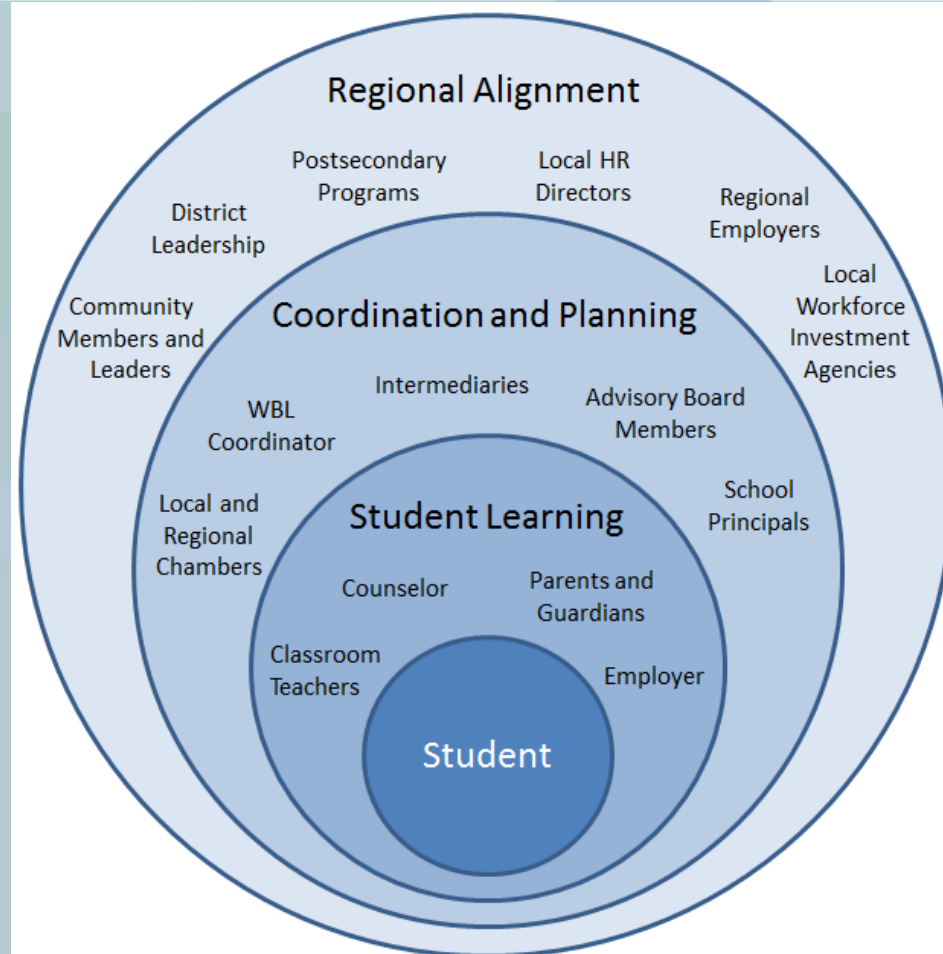


- **Establish a WBL Implementation Guide** to provide supplemental materials and successful practices for districts and schools to support strong WBL programs



# WBL Policies: Student-Centered

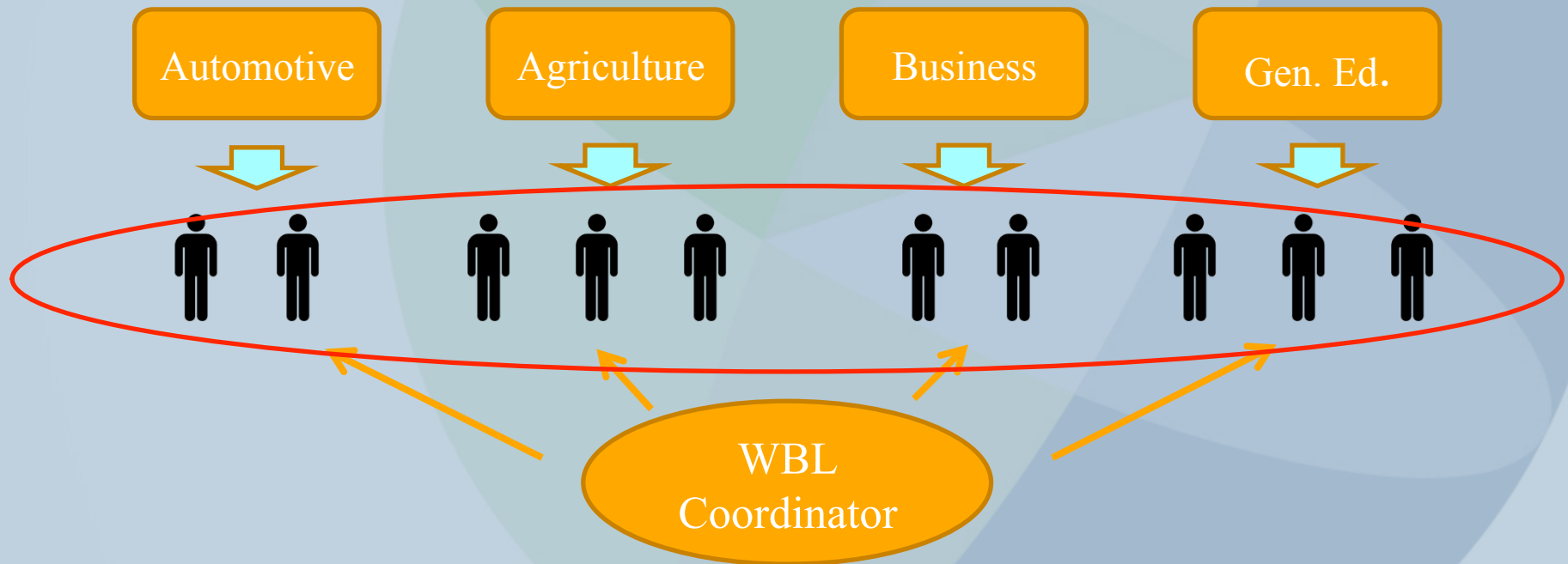
- Encourage industry engagement earlier in the planning process
- Support programs that build on a student's previous experiences
- Connect the WBL experience to a student's elective focus or CTE Program of Study rather than a specific related course
- Encourage more collaboration between WBL Coordinators, general education and CTE teachers, and counselors
- Allow intermediaries (such as a local chamber of commerce) to collaborate more directly with LEAs to scale up WBL opportunities for students



# WBL Policies: Student-Centered

- Provide increased flexibility for districts in scheduling WBL to serve more students

- Enables districts to supplement work experience with facilitated, in-class reflection work



# WBL: Career Practicum

Course standards:

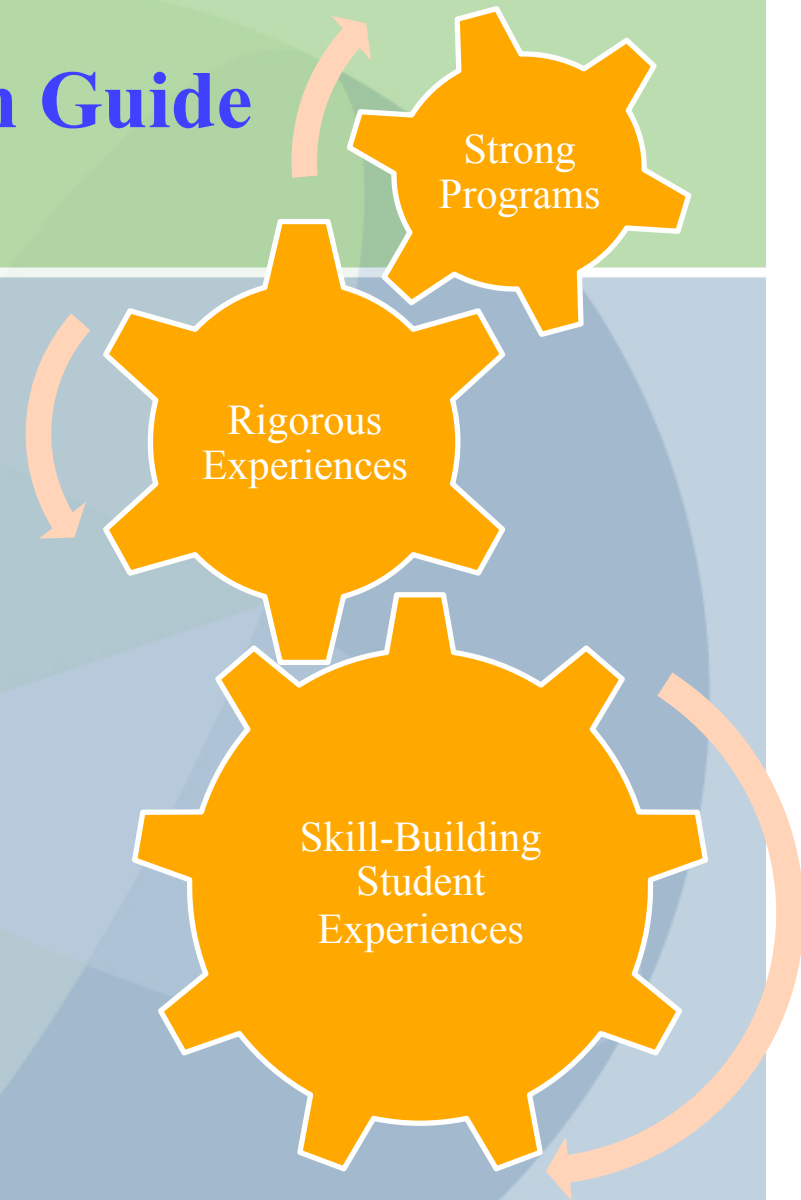
- Align with the WBL Framework and Child Labor Law requirements
- Reinforce employability skills relevant to TN employers
- Provide flexibility across industry sectors
- Promote quality learning experiences for students

Standards focus on critical employability skills and their application in the workplace to **prepare students for postsecondary education, modern careers, and adult life.**

# WBL Implementation Guide

Professional Development tool that provides:

- Examples of sequenced experiences and how they foster employability skills over time
- Customizable brochures and letters to help recruit industry partners
- Forms and checklists to help with developing and monitoring quality student learning experiences
- Student skill assessment tools
- Recommended artifacts for portfolio development and rubric for evaluating portfolios
- Surveys and evaluations for continuous improvement



# Other Examples of Career Preparation Experiences

- A team of students completes energy audits at school and in the community as part of the environmental studies academy program
- Through Y-PLAN, a group of students plans a “walkability” strategy to reduce dependence on cars in the community
- An individual student completes an internship in an environmental agency

# Discussion:

*(Work Sheet)*

Looking at some possible WBL experiences that could be scaled in your school or district:

- How do they address the critical elements?
- How do they connect to classroom learning?

# Thank you!

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[http://www.tn.gov/education/cte/work\\_based\\_learning.shtml](http://www.tn.gov/education/cte/work_based_learning.shtml)