



# Pathways & College and Career Readiness

# Outcomes

Recognizing the importance of and interconnection between:

1. A vision for College and Career Readiness
2. How to build an effective community of practice
3. Pathways as a means to achieving the Common Core
4. Network with colleagues

# *ConnectEd Mission Statement*

**ConnectEd partners with communities to transform education through Linked Learning, ensuring that all students, regardless of background, graduate ready for college, career, and life. Linked Learning combines strong academics, demanding technical education, and real-world experience.**

*ConnectEd was founded in 2006 with a grant from The James Irvine Foundation*



## LINKED LEARNING® Essential Elements for Pathway Quality

### **Student Outcomes-Driven Practice**

The progress of every student toward achieving measurable and consequential learning outcomes is the driving purpose for the pathway community of practice. The pathway team regularly reviews several kinds of evidence including (1) performance-based measures of pathway-specific student learning outcomes; (2) information on students' level of performance, available from student information systems; (3) individual student growth in performance, both on pathway-specific learning outcomes and on transcript-based measures; (4) students' success after high school in postsecondary education and employment, if available; and (5) trends over time in all these measures for the pathway students as a group. The team uses data on a monthly basis to inform and improve professional practice, and on an annual basis to revise the pathway improvement plan.

### **Equity, Access and Achievement**

A Linked Learning pathway pursues both excellence and equity as mutual goals. A pathway establishes high achievement expectations for all students and practices non-discriminatory and inclusive policies, practices, and pedagogy. The pathway is equitably accessible to and serves well any interested student, regardless of race, ethnicity, gender, sexual orientation, socioeconomic status, special needs, or prior academic achievement. An equity-focused pathway intentionally reflects the diversity and strengths of its school, community, and district, and the grouping of its students is heterogeneous, flexible, and equitable.

### **Program of Study**

An industry-themed pathway program of study brings coherence to the four core components of Linked Learning: rigorous academics, real-world technical skills, work-based learning, and personalized supports. It intentionally coordinates and sequences student learning experiences in a way that integrates rigorous academic and technical core curricula. The pathway theme is broad enough to appeal to and engage all students. The program of study maximizes cohort scheduling to ensure that all pathway students are offered the opportunity to earn postsecondary credit and are prepared for success in the full range of postsecondary options.

### **Learning and Teaching**

Pathway students engage in inquiry- and project-based learning that is outcome-focused, rigorous, relevant, and collaborative. Members of the pathway community of practice plan such learning experiences for students: they regularly collaborate to develop and articulate standards-aligned grade-level, course, and project outcomes to organize the pathway's program of study and guide assessment, curricular, and instructional planning. They also use performance assessment tasks with common rubrics to assess, monitor, and support every student's progress toward mastery of college and career ready pathway learning outcomes. The community of practice regularly engages in professional learning, evidence-based inquiry, and reflection to continuously improve their practice.

# Essential Elements for Pathway Quality

# 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

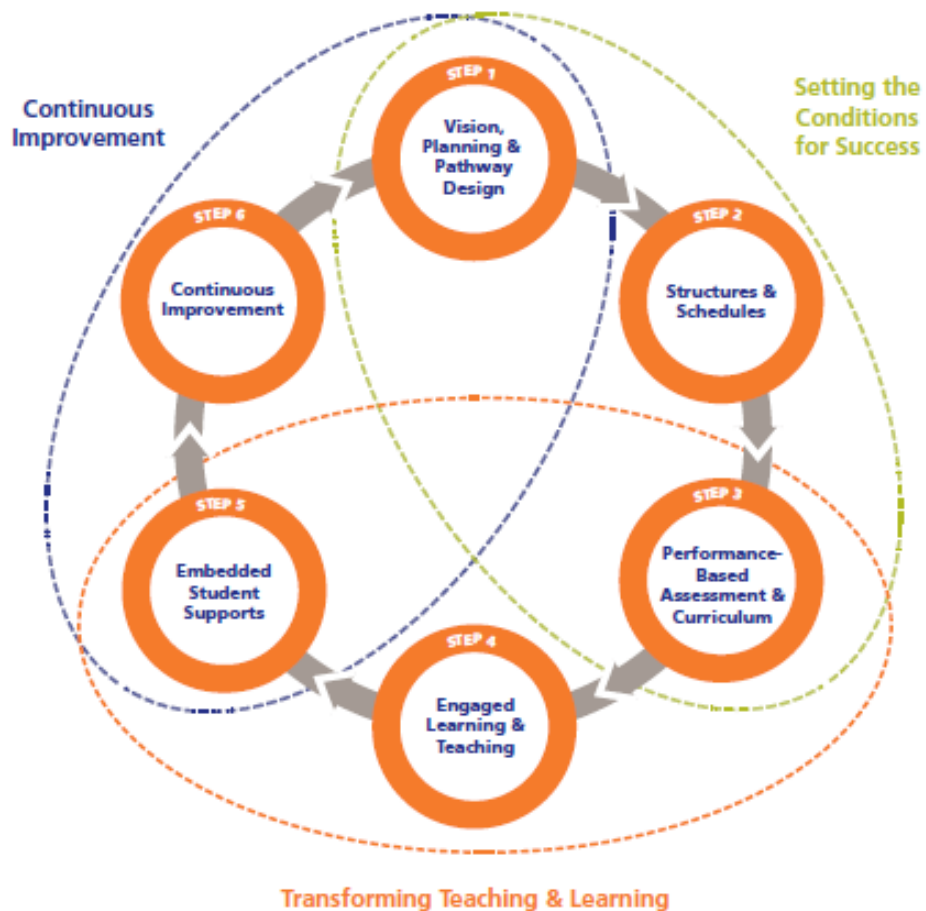
# Common Pathway Features

- 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**



# Pathway Development

## Establishing a Pathway Process



# Delivery Models and Approaches

- Linked Learning
- Career academies (CPA, NAF)
- Small career-themed schools
- Small career-themed learning communities (SLCs) in a large comprehensive high school
- Individualized pathways (e.g., Big Picture Schools)



# “College *and* Career”?

- College eligible and career aware
- College and Career Ready

What is the difference between these two statements?

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

# 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 school “college and career,” and yet there is little meaning of that phrase. ConnectEd has developed an operational definition of college and career to support states, districts, and schools in determining what students should know and be able to do by the time they graduate from high school.

With the assistance of WestEd, we examined research spanning twenty years and explored a wide range of views informing the debate, looked for patterns, and synthesized our findings into a tool that will support the work of teachers, principals, and district leaders.

The **College and Career Readiness Framework** (Framework) aims to establish a comprehensive definition of readiness that can guide the design and shape of assessment, accountability, instruction, and to catalyze dialogue about solutions required at multiple levels—and across multiple sectors—to ensure student success.

We see this as an **equity strategy**; by being clear about what all students should know and do to succeed after high school, we empower students, families, educators, community leaders, policymakers to make more informed decisions, engage effectively in aligning practice, structure systems, and resources to ensure successful outcomes, and close the equity gap. In addition to academic, technical, and 21st century skills and knowledge, our Framework specifies the college, career, and civic engagement strategies all students must possess to transition successfully to future education, work, and

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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



For more information visit: [www.ConnectEdCalifornia.org](http://www.ConnectEdCalifornia.org)

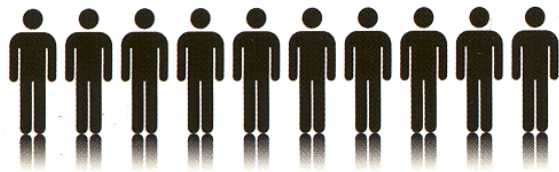
E-mail: [info@ConnectEdCalifornia.org](mailto:info@ConnectEdCalifornia.org)

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

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# Today's Biggest Problem: *College/Career Readiness*

Only 31 percent of American high school students will graduate from high school with skills they need to succeed in college/work



Out Of Ten 9th Graders



3 Drop Out



3 Work After  
Graduation



4 Go To College



Out Of 4 College Students



2 Drop Out



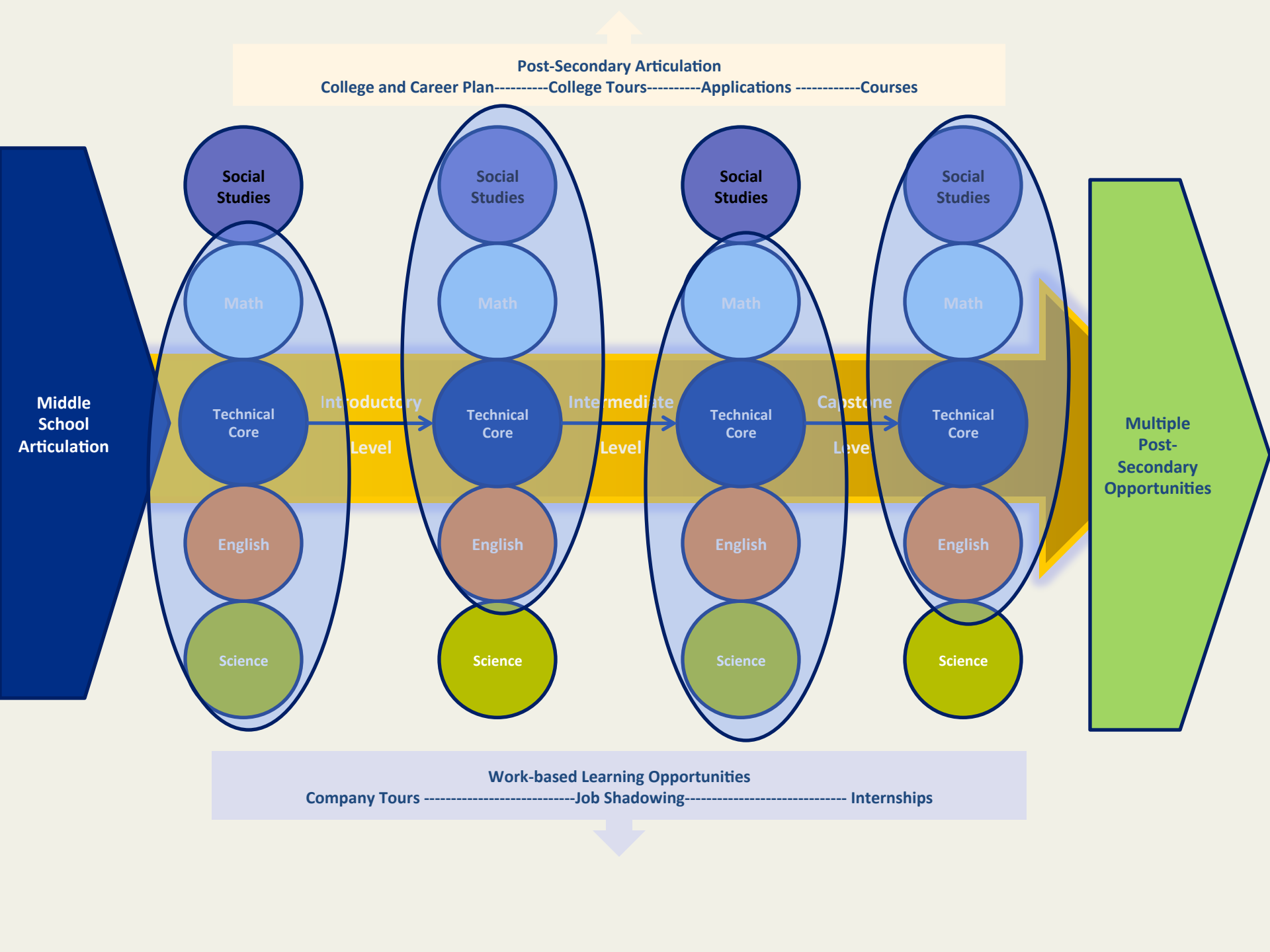
1 Under  
Employed



1 Employed  
In Chosen Career

Each year dropouts represent **\$320 billion** in lost lifetime earning potential

# Effective Communities of Practice



# Brainstorm

- What should/could teachers teams be doing together?
- Brainstorm as groups
  - Report out a few ideas



A person wearing a black dress is standing in the foreground, partially visible from the side. They are looking out a window. The window view shows a parking lot with several cars, including a dark SUV in the foreground and a red car in the background. There are trees and a building in the distance. The scene is brightly lit, suggesting daytime.

# Summer Planning

*Mapping the Curriculum*





# Observations

- What did you see?
- What didn't you see?
- What changes would you suggest?



# Elements of an Effective Community of Practice

Conditions Necessary for Effective meetings:

- Team Norms
- Clear agendas, clear roles and responsibilities to the team
- Common planning time together

Results in:

- Agreement on Student Learning Outcomes
- The Development and implementation of Integrated Instruction (Project-based Learning)
- Agreement on common expectations and assessment

Set time and place

## MTA 9<sup>th</sup> Grade Team

Wednesday, October 23  
2:30 – 3:20 P.M.  
Room N-4

Shared Roles

Timekeeper – Ricardo  
Facilitator – Greg  
Note taker - Suzanne  
Process observer - Anthony

Summary of actions

Clear Responsibilities

Clear Deadline

Reminder of Norms

Time	Agenda Item	Discussion/Decision/Action	Who's Responsible	By When
15min.	1. Activity Report a. Pathway Showcase b. Parent Pathway	Students to finalize their first project and do a dry run in preparation for showcase  Field Trip Forms need to go home and be signed	Anthony Gale  Greg Snyder	November 15  November 10
20 min.	2. Next Steps on the 9 <sup>th</sup> grade project	Need to	Suzanne	November 2
15min.	3. Student requiring support	Three students identified <ul style="list-style-type: none"> <li>• Maria S</li> <li>• Juan L.</li> <li>• Raymond W.</li> </ul> Team meeting with the students to be scheduled	Ricardo Zavaleta	November 2
5	Wrap and Plan next meeting	Action steps reviewed Next meeting will be dedicated at reviewing the project rubric and scoring criteria for projects	Greg Snyder	November 2

### Meeting/Community Norms

- Be fully present
- Be mindful of equality of ideas, making room for all voices
- Jointly develop agendas and facilitate meetings
- Begin and end on time
- Use periodic "whips" to assure all voices are heard

# Community of Practice Continuum

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## Linked Learning Pathway Communities of Practice Continuum – REVISED DRAFT

Not In Evidence	We have not yet begun to address this issue.
Emerging	We are learning about this, engaging in discussion and
Developing	We are working on this, learning as we go. We are con
Sustaining	We have the experience, capacity and commitment to

**Part I. Student Learning As Our Fundamental Purpose**  
We acknowledge that the fundamental purpose of our pathway is to **secondary goals. We will organize our instruction and support base**

**Indicator**

a. **Identifying Learning Outcomes:** We work with colleagues on our team clear standards-aligned pathway, course and project outcomes to organ

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The California Center for College and Career

## Linked Learning Pathway Communities of Practice Continuum – REVISED DRAFT

Not In Evidence	We have not yet begun to address this issue.
Emerging	We are learning about this, engaging in discussion and even planning, but have not yet taken action to do this.
Developing	We are working on this, learning as we go. We are committed to this practice but the changes are still fragile and not institutionalized.
Sustaining	We have the experience, capacity and commitment to do this well, and the practice is deeply embedded in our culture.

**Part II. Building a Collaborative, Results-Oriented Culture Through High Performing Teams**  
We are committed to working together to achieve our common purpose of college and career readiness for **all** pathway students. We cultivate a collaborative and accountable culture through the development of teams focused on improving our collective and individual practice as educators.

	Evidence				Artifacts/Evidence				Student Assessments	Comments
	g	ng	ng	ng	g	ng	ng	ng		
g. <b>Using Common Practices:</b> We continually work together to establish pathway policies and procedures that support student learning in areas such as homework, grading, and discipline. [Criteria 1.1.5, 2.4.2]	○	○	○	○	□	□	□	□	□	

Adapted from DuFour (2006) and Oakland Unified School District resources  
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2

V. 9/21/11

Review the COP continuum

- Review and cross check alignment to brainstormed list
  - ❖ What's strikes you?
  - ❖ What's new for you?

# Self-assessment Process



- Using the Community of Practice Continuum,
  - Where are you and your team on the continuum?
  - What one action do you want to suggest to either:
    - Create a team using the COP;
    - Introduce the COP to your team; or
    - Help your team move further on the continuum?

# Pathways and Common Core State Standards

# 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



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**CTE Model Curriculum Standards**

# Common Core Standards

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



# Pathways and the Common Core

## The “What”

### CCSS

Master core academic content

Think critically and solve complex problems

Work collaboratively

Learn how to learn (e.g., self-directed learning)

Develop academic mindsets

## The “How” Pathways/ LL

Performance assessment system

Project based learning

21<sup>st</sup> century skills

Career-themed pathways and CTE course sequence

Work-based learning opportunities

Collaboration w/ industry partners

Real world application

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

August 2013

## 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.

**SCOPE**  
Stanford Center for  
Opportunity Policy in Education

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Transforming today's education  
for tomorrow's economy

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

## What Is Linked Learning?

**T**eachers, 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.

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

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).

# Pathways and Common Core

Stanford Center for Opportunity Policy in Education ~ Knowledge Brief

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August 2013

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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)**

# Team Time: Common Core Alignment

## STEP 1:

- Examine the LL-CCSS Brief. Assign team members to review
  - Table 1 (p. 3)
  - Table 2 (p. 4)
  - Table 3 (p. 5)
  - Table 4 (p. 6)
  - Looking Ahead (pp. 7-8)

## STEP 2:

- Jigsaw – 1 minute each to respond to the question, How can Linked Learning Pathways help meet the Common Core student outcomes?

## STEP 3:

- Discuss and record: What questions are coming up? How will you address those questions back in your district?

# Actions Resulting

**SPEAK UP**

- What's one thing you're taking away from this afternoon?
- What is a next step for you to continue to improve or develop your pathways or academies?
- What do you still need? Questions or support?



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