Preparing Linked Learning Leaders While Advancing Practice-based Knowledge Through Research
Moderator
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  California State University, Chancellor’s Office

Session Presenters
• Felipe Golez
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Session Presenters (Continued)

• Cecilia Mendoza
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• Corrine Martinez
  California State University, Long Beach

Discussion Facilitator

• Linda Tiggs-Taylor
  California State University, Long Beach
THE FOUR CORE COMPONENTS

- Comprehensive Support Services
- Work-Based Learning
- Career Technical Training
- Rigorous Academics
Joan Bissell
Director, Teacher Education and Public School Programs
California State University Chancellor’s Office
Felipe Golez
Professor
California State University, Long Beach
Linked Learning Personal History

- Taught High School CTE in Landscape Construction
- Taught Elementary School
- As the Department Chair of Teacher Education introduced to Linked Learning
- Attended Early LL Convening in San Diego
- Later returned to see remarkable growth in Linked Learning movement
Linked Learning Masters Degree Research

- Impact of Linked Learning Classroom Pedagogy
- Examining a Linked Learning Advisory Board
- Researching *Passion Project* Implementation
- Unpacking the application of Linked Learning philosophical components (ie constructivist thinking)
- Exploring the connection between LL and community based projects
What I would like to research

• How Linked Learning intersects the lives of traditionally underrepresented and disenfranchised high school students.

• Curating chapters for a book after hearing various presenters at the December Research Symposium

• How the Linked Learning movement interacts with the teaching of College and Career Readiness?
Needed future Research

• Existing research appears a quantitative examination of Linked Learning on the post secondary trajectory of high school program graduates.

• A deeper qualitative look at the distinctions occurring in Linked Learning programs as they move through various stages of development.

• Locating the program distinctions between certified and non-certified programs

• What happens to LL program grads, longitudinally.
Felicia Anderson
Assistant Principal/Adjunct Faculty
Long Beach Unified School District
California State University, Long Beach
Preparing Linked Learning Leaders While Advancing Practice-Based Knowledge through Research

- The dismal effects of the *achievement gap* extend from the high school dropout problem and lack of college and career readiness, to increased likeliness of *poverty*, to poor *healthcare*, high probability of involvement in *crime*, and consequently *incarceration*

- *Institutional controlled components of the Linked Learning approach* that may demonstrate positive influences over *achievement gaps*
Student Engagement in Linked Learning Conceptual Framework, SELL

Social Context
Home/Family School Community Friends/Peers

Linked Learning Institutional Controlled Factors
Pathway Design Engaged Learning System Supports Data Impact

Student Controlled Factors
Behavioral Emotional Cognitive

Increase Quality & Quantity

Institutional controlled components of Linked Learning

• **Pathway Design**
  – Interest based admissions, master schedule designed and course syllabi developed to weave pathway industry sector into the fabric of all core classes

• **Engaged Learning**
  – All students can achieve. They need the skills to be successful. Some come with those skills and others have not had those opportunities. **It’s my responsibility to make sure that every single student gets what they need.**

• **System Supports**
  – Formative feedback, exits slips, tutorials, homework help, use of technology

• **Data Impact**
  – Data driven instruction and course placement
Preparing Linked Learning Leaders

• The responsibility to bridge the divide must be on the institutions. (Harper & Quaye, 2009; Harper & Davis, 2012).

• Core values for students’
  – Access and equitable practices
  – Social justice

• High Expectations
  – For You and Your Students

• Student empowerment through social capital and critical race pedagogy
Cecilia Mendoza
Educational Consultant
West Contra Costa USD- Retired
DENIAL OF ACCESS: LTEIL’S COLLEGE AND CAREER READINESS AND OPPORTUNITIES

- Examine if LT-ELL students accessed LL/CPA pathways to achieve the goals of CCSS of being college and career ready.
- In addition, this study examined the differences, if any, between LT-ELL students participating in LL/CPA pathways and ELL students not participating in LL/CPA pathways within the same high school.
  - student engagement,
  - achievement,
  - access to college and career readiness standards
PARADOX OF CONFLICTING POLICIES

➢ Pendulum swing of vocational education
➢ Impact of Federal and State Laws that caused the paradox of conflict for English Language Learners i.e. (NCLB and Prop 227 and Title III)

➢ Re-authorization of the Every Student Success Act (ESSA)

➢ Implementation of Common Core State Standards for College and Career Readiness
➢ Integration of College and Career Anchor Standards
IMPACT ON LONG TERM ENGLISH LANGUAGE LEARNERS

The significance of this paradox for LT-ELL students at the secondary level:

• taking ELD courses to become English proficient
  – they are not able to access *English core* content courses
  – nor *Career Pathways courses* that provide the components of College and Career Readiness.
SUMMARY OF FINDINGS

LT-ELD 1-4 students were not recruited to participate in the academies due to

- language barriers and
- schedule conflicts with ELD classes.
- academy lead teachers perceived that the academic language would be too hard for ELD 1-4 students and discouraged them from the pathway
Corinne Martinez
Director, CSU Collaborative for the Advancement of Linked Learning
California State University, Long Beach
The Linked Learning field has made tremendous progress over the past decade

• A critical mass of students (65,000) participating in Linked Learning.

• Students participating in Linked Learning pathways are more likely than similar peers in traditional high school programs to persist through 12th grade (SRI, 2014).

• An expanding knowledge base, tool set, and community of technical assistance providers and educator preparation programs.
The actions taken to date have created a strong foundation for the future and the field must evolve in multiple ways.

- The field needs to develop a means of identifying high quality Linked Learning pathways.
- The field needs to develop a way to measure key practices, outputs, and outcomes in a consistent manner across systems.
- As the backbone of California’s workforce pipeline, the CSU system must be involved with the development and direction of the field.
Advancing the Linked Learning field in partnership with the CSU

• Collaboration around **beginning teacher professional development**. Provide face-to-face seminars, on-site coaching and support, comprehensive professional resources. Development and dissemination of professional development resources for beginning teachers.

• Collaboration around the development and implementation of innovative approaches to master’s programming for new and experienced teachers, administrators/counselors in career pathways.
Advancing the Linked Learning field in partnership with the CSU

- Establish CSU Research Partnerships as well as LEA conditions of agreement.
- Establish ongoing research partnerships between secondary district initiatives and institutes of higher education to create higher impact research studies that solidify P-16 partnerships.
- Develop a joint research agenda that allows CSU faculty to support partner district initiatives related to educator implementation of Linked Learning pedagogies.
Linda Tiggs-Taylor
Executive Director
Education Partnerships in STEM
California State University, Long Beach
DISCUSSION
QUESTIONS
DISCUSSION QUESTIONS

• What are the most significant practice-based research issues and needs faced in implementing quality Linked Learning that achieves key student impacts related to college and career readiness?

• What central questions should research address to enhance the impact of Linked Learning in increasing equity of access, support, and outcomes for students?
Thank you!

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