



LINKED LEARNING CONVENTION | ANAHEIM, CA | FEB. 12-14

Linked Learning and Cultural Competence: Engaging At-Risk Groups

Lisa M. Edwards
Stephany L. Glover

@Legacyresource1



#LinkedLearning | #LLCON2018

Agenda

- T/F Quiz: Students of Color, Students with IEPs and English Learners (Latinos)
- Contributing Factors
- Culturally Relevant Pedagogy
- Cultural Needs of At-Risk Students
- Culturally Relevant Pedagogy & *Linked Learning*
- Culturally Relevant Teaching: 15 Strategies (Handout)
- Integrating CRP in Specific *Linked Learning* CTE Projects (Handouts)
- Student Work Samples
- Conclusion

True/False Quiz: #1

- Nearly 80% of students with IEPs become unemployed as adults.

TRUE

FALSE

True/False Quiz: ANSWER #1



TRUE

Nearly 80% of disabled adults are unemployed.

(U.S. Department of Labor, 2011)

True/False Quiz: #2

- In 2015, 11% of foreign-born Latino high school students dropped out of high school.

TRUE

FALSE

True/False Quiz: ANSWER #2

FALSE

*In 2015, **18.7%** of foreign-born Latino high school students dropped out of high school.*

(National Center for Education Statistics, 2016)

True/False Quiz: #3

- Black males make up 11% of all college students nationwide.

TRUE

FALSE

True/False Quiz: ANSWER #3

FALSE

*Black males make up only **5.5%** of all college students nationwide.*

(Feierman, 2014)

True/False Quiz: #4

- Only 1 in 10 students with IEPs enrolls in a 4-year university after graduation.

TRUE

FALSE

True/False Quiz: ANSWER #4

TRUE

10% of special needs high school graduates enroll in a four-year university.

(Boll, 2013)

True/False Quiz: #5

- In 2016, 650,000 Latino students dropped out of high school.

TRUE

FALSE

True/False Quiz: ANSWER #5

TRUE

In 2016, 648,000 Latino students dropped out of high school.

(Pew Research Center, 2017)

True/False Quiz: #6

- Nearly 1 in 4 Blacks dropped out of high school in 2017.

TRUE

FALSE

True/False Quiz: ANSWER #6

FALSE

Nearly 1 in 3 Black students dropped out of high school in 2017.
(National Center for Education Statistics, 2017)



What are some of the **socio-economic,**
academic, and **cultural**
factors

that contribute the high dropout rates,
low college enrollment, and
low employment rates of
English Learner, Special Education,
and Black students?

Contributing Factors: Socio-Economic

Socio-Economic Factors?

- Parental education
- Pre-primary learning of student
- Family size
- Continued poverty
- Inadequate housing
- Poor health or dental hygiene
- Need to work (family economic needs)



Contributing Factors: Academic

Academic Factors?

- Continued low grades
- Multiple suspensions or expulsions
- Preference of GED
- Dislike of School
- Poor attendance



Contributing Factors: **CULTURAL**

Cultural Factors?

- Neglect of cultural needs in classrooms
- No sense of belonging
- No personal connection to learning
- No affirmation of identity, race or culture



What
is
Culturally Relevant
Pedagogy?



CRP

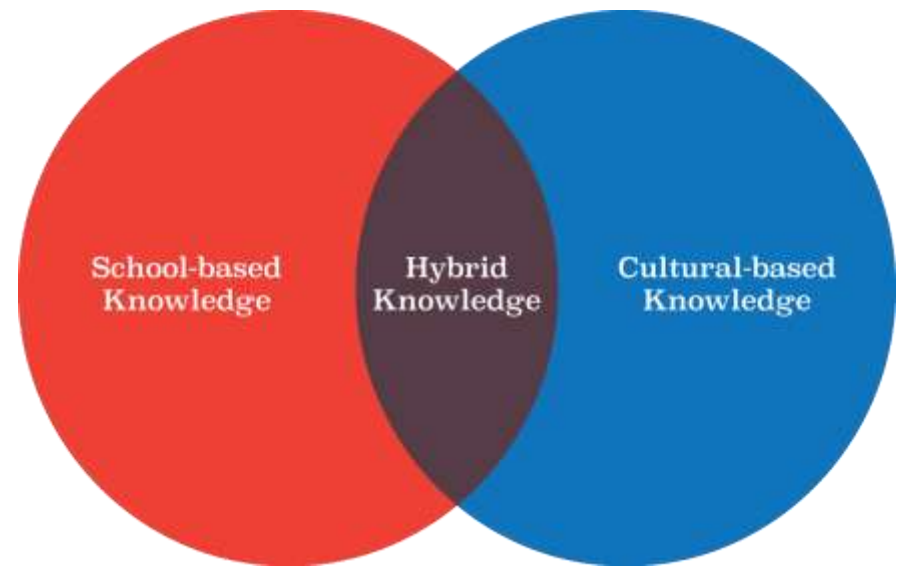
Culturally Relevant Pedagogy:

- Acknowledges, responds to, and celebrates students' fundamental cultures
- Recognizes the importance of including students' cultural references in **all** aspects of learning

(Ladson-Billings, 1994).

Culturally Relevant Pedagogy:

- **Creates a bridge**
- **Utilizes their backgrounds**
- **Empowers students**



(Ladson-Billings, 1994)

Culturally Relevant Teaching Characteristics

- Positive perspectives on parents and families
- Communication of high expectations
- Learning within the context of culture
- Student-centered instruction
- Culturally mediated instruction
- Reshaping the curriculum
- Teacher as facilitator
- Caring

Cultural Needs of At-Risk Student Groups



Students with IEPs

Socialization



English Learners

Cooperative Learning



Black Students

Communalism

Relationships



Teacher-Student Interaction



Sense of Belonging

Real-World Challenges



Differentiation



Challenging Lessons

Hands-On Learning



Constructivism



“Vervistic” Classrooms

Wendy Nelson-Kauffman

How can teachers
be more
culturally sensitive?

[CST](#)

Culturally Relevant Pedagogy &



LINKED LEARNING

Cultural Needs of:

- Students with IEPs
- English Learners
- Black Students

Four (4) Key

Components of Linked Learning:

- | | | |
|--------------------------|--|------------------------------------|
| • Collaboration | | • Work-Based Learning |
| • Relationships | | • Comprehensive Supports |
| • Challenging Activities | | • Rigorous Academics |
| • Hands-On Learning | | • Career Technical Training |

Primary Goals of *Linked Learning*

- Integrate rigorous academics with career-based learning and real-world workplace experiences
- Create meaningful, relevant learning experiences through **career-oriented pathways**



15 Culturally Responsive Teaching Strategies

1. Learn about your students.
2. Interview your students.
3. Integrate relevant word problems
4. Present new concepts using student vocabulary.
5. Bring in guest speakers .
6. Use learning stations.
7. Gamify lessons.
8. Call on each student.
9. Use media that positively depict a range of cultures.
10. Offer different types of free study time.
11. Encourage students.
12. Experiment with peer teaching.
13. Establish cooperative base groups.
14. Run problem-based learning scenarios.
15. Involve parents by using take-home letters.



How can teachers
INTEGRATE
CULTURE
into specific
Linked Learning
CTE lessons ?

CTE Lesson #1



CTE Industry Sector:



CTE Pathway:

Design, Visual, and Media Arts

Linked Learning

CTE Course:

Video and Film Production

Lesson Title:

Create a Soundtrack for Silent Video Clip

CTE Lesson #1 (with Cultural Relevance)



Students Create a Soundtrack to Silent Video Clip



Lesson Instructions:

Create a soundtrack that represents your culture, race, or gender.

At school, home, or throughout your community, go out and physically record real sounds with your smart phones...

If you prefer, you may also use several Internet sites with free audio files: <http://incompetech.com/m/c/royalty-free/>

CTE Lesson #2



CTE Industry Sector:



CTE Industry Pathway: Architectural Design

Linked Learning

CTE Course:

Building and Construction

Lesson Title:

Create a Blueprint of your Dream Home

CTE Lesson #2 (with Cultural Relevance)



Students Create a Blueprint of their Dream Home



Lesson Instructions:

Draw exterior walls, interior walls, doors and windows...

In a written description, with photos, describe the cultural elements of the design or decor of at least one room in your newly designed Dream Home.

CTE Sample Lesson #3



CTE Industry Sector:



CTE Pathway:

Marketing

Linked Learning

CTE Course:

Advertising

Lesson Title:

Create a Local Coca-Cola Ad



Students Research the Cultures of their Local Community

Lesson Instructions:

Attach evidence (typed description in your own words) of the different cultures in your community. Culture includes the way people live in accordance to beliefs, language, history, or the way they dress, technology, art, science, as well as moral systems and the characteristic behaviors, holidays observances and habits of the variety of cultural groups represented in your community.



Student Coca-Cola Ad



Student Work Sample: Graphic Design



Beaverton HS

Student Work Sample: Graphic Design



Valhalla HS

Student Work Sample: Graphic Design



Bryan Station HS

Student Work Sample: Graphic Design



Local High School

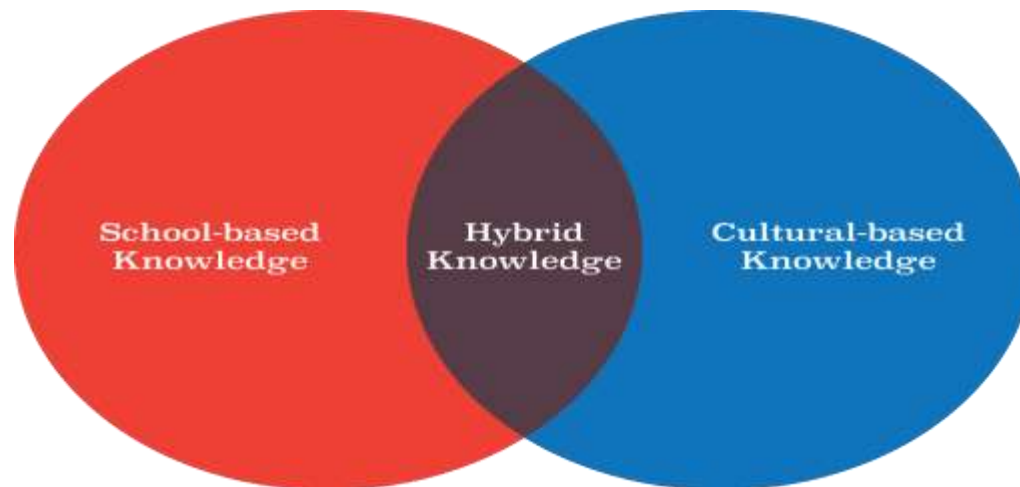
Student Work Sample: Graphic Design



Local High School

Cultural Relevance of CTE Lessons

- **Made Connections to Students' Personal Lives**
- **Bridged Students' Backgrounds to Learning**
- **Affirmed Students' Identities**



Achieving Equity: Students with IEPs

A map of the United States is shown in a light orange color. A horizontal line divides the map into two equal halves. The bottom half is filled with a darker orange color. In the center of the darker orange area, the text "+27%" is written in white, bold, sans-serif font.

+27%

By the end of 2018, 27% of more CTE-trained students with special needs *will become employed* compared to 2017.

(Litzau & Rice, 2017)

Achieving Equity: Black Students

+15.2

More credits

African American students in Linked Learning certified pathways **earn more credits** than in traditional schools

+12.4

Percentage points

Among African American students enrolled in a postsecondary institution, those who graduated from a certified Linked Learning pathway were **more likely to attend a four-year college** than similar peers

Achieving Equity: English Learners

+11.7

More credits

Latino students in certified pathways were **less likely to drop out** and **more likely to accumulate credits** than peers in traditional schools

+11.7

More credits

English learners in certified Linked Learning pathways **earn more credits** than peers in traditional schools

+1

College prep req

English learners in certified pathways **complete one more college prep requirement** than peers in traditional schools

Conclusion

“Human potential, though not always apparent, is there waiting to be discovered and invited forth.”

-William Purkey

[INCLUSION](#)



LINKED LEARNING CONVENTION | ANAHEIM, CA | FEB. 12-14

Thank you!

References Uploaded to Convention Site

[Linkedlearning.org](https://www.linkedlearning.org)