

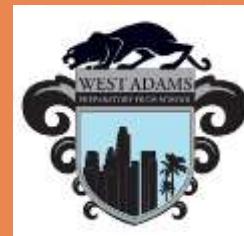


LINKED LEARNING CONVENTION | ANAHEIM, CA | FEB. 12-14

Lessons Learned from a First Year Wall-to-Wall Linked Learning Comprehensive High School



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#LinkedLearning | #LLCON2018

PARKING LOT QUESTIONS

Use the post-its to write down 2-3 questions you would like to learn from this session and/or discuss.

Post the questions on the PARKING LOTS around the room.

WHO'S IN THE AUDIENCE?

What is your role at your school site?

- A. Teacher
- B. Coordinator
- C. Administrator
- D. Coach
- E. District support
- F. Industry partner
- G. Other

How long have you been involved with Linked Learning?

A. 0-1 year

B. 2-3 years

C. 4 or more years

Which component of Linked Learning are you most interested in hearing about in today's session?

- A. Academics
- B. Career Technical Education (CTE)
- C. Work Based Learning
- D. Student Support

AGENDA

- Overview of district-level support
- Background of West Adams Prep High School
- Reflections from admin and lead teachers
- Audience discussion
- Questions

LEARNING OUTCOMES FOR THIS SESSION

- Share LAUSD and a comprehensive high school's work around Linked Learning implementation at the large scale.
- Gain insight and make connections with other schools, districts, and organizations.

ONBOARDING PROCESS TIMELINE



Pathway support addresses site-level needs to continue progress toward Linked Learning Certification

OVERVIEW OF DISTRICT LEVEL SUPPORT

LAUSD

**LINKED
LEARNING**

CTEIG

CTEIG

**WORK
EXP**

**Coach &
WBLC**

**CTE
Advisor**

**CTEIG
Coord.**

**Pathway
Benchmarks**



OVERVIEW OF SCHOOL-LEVEL SUPPORT

Instructional Coaching

- Supports school teams in the development on project-based units/lessons
- Guides instructional leadership team to support the needs of all students within LL approach

Work-based Learning Coordinator

- Establishes public-private partnerships for school team
- Guides school in the implementation of the WBL Continuum
- Coordinates internship placement

4-CORE COMPONENTS - LAUSD

Rigorous/Integrated Academics

- CTE pathway courses bridge into core curriculum to build authentic learning opportunities
- Authentic Project-Based Curriculum
- Culture of Revision & Reflection (Portfolio)
- Master Schedule that supports access to CTE and Pathway Courses

Work-based Learning

- Exploration & exposure to industry aligned opportunities
- Advisory Board Support

Student Support

- Summer Bridge
- Cohorted Advisory Curriculum
- AB288

BACKGROUND OF WEST ADAMS PREP HS

Engineering
Spring 2016

Business/Culinary Arts
Spring 2017

Theatre/Video Prod.
Spring 2017

1,514 students enrolled

88.4% socioeconomically disadvantaged

30.5% English learners

REFLECTIONS FROM WEST ADAMS PREP

- Jose Gonzalez (Administrator) - School of Business Management & Hospitality

Linked Learning Coordinators/Lead Teachers

- Victoria Lin - STEM Academy (Engineering)
- Mario Galindo - School of the Arts (SOTA)
- Faisal Saddique - School of Business Management & Hospitality (BMH)

BUILDING STAFF BUY IN

- Ensure all teachers are aligned in a pathway (except for few passport classes)
- Build in time for teacher collaboration (Tuesday PD, Wednesday common planning)
- Send teachers to practitioner sites for observation

BUILDING STUDENT BUY-IN

ADVISORY REPRESENTATIVES (STUDENT LEADERSHIP)

- Meeting frequency depends on the pathway; representatives are expected to report back to their Advisories
- Topics include:
 - Inform students on what Linked Learning is
 - Get suggestions/ideas for pathway PBLs
 - Train students on how to create digital portfolios
 - Generate pathway pride (i.e. t-shirts)
 - Plan and support PBL night

STUDENT SCHEDULING

- All students are enrolled in a pathway core classes
- Majority of students are in one pathway-aligned CTE class/elective

Challenges:

- Scheduling pathway classes for English learners and students with disabilities
- Students changing their minds once in the pathway

TIME FOR PROFESSIONAL DEVELOPMENT

- 2-hour weekly professional development for all staff (focus on Linked Learning twice a month)
- Core grade level teachers share common planning period; meet every other Wednesday
 - Period 1 - SOTA; Period 3 - STEM; Period 5 - BMH
- Topics include:
 - PBL (planning, feedback, student presentations)
 - Advisory (college, career, student intervention & support)
 - Pathway-specific (arts-integration, engineering projects)

STUDENT SHOWCASE: PBL NIGHTS



STUDENT ADVISORY

- Advisory meets 4x a week (37 min)
- District Support - Exploring College, Career, and Community Options curriculum (provided by ConnectEd Studios)
- School Support - Character Development curriculum, pathway-specific curriculum (mini-engineering projects, arts-integration)

WORK BASED LEARNING

- **Organizational partnerships**
 - Work Based Learning Coordinator at STEM (provided by ITEP)
 - LA Promise internship coordinator
- **Opportunities this year:**
 - Field trips (GPS Your Future, LAX Aviation Career Fair)
 - Guest speakers
 - Feedback on projects during STEM Night
 - Industry panel (including feedback for teacher PBLs)

AUDIENCE DISCUSSION

1. Join a discussion at a table based on the topic/questions you want to discuss. Select a **facilitator**, **note-taker**, and **reporter**.
2. Answer the questions on the table. Pose new questions that arise.
3. Answer the following questions if time permits:
 - What suggestions/recommendations do you have for the West Adams Prep team?
 - What are your next steps for your role?

ADVICE FROM THE TEAM

If you could give one piece of advice to a beginning pathway, what would it be?

RESOURCES

bit.ly/westadamsLL2018



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Questions?

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