EDSS 490: Special Topics: Work-based Learning in Linked Learning Pathways
California State University, Long Beach
College of Education
Department of Teacher Education
Summer 2017
May 30- July 7th 2017

Instructor Information	
Instructor	Anetta Leone
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Communication Policy	Announcements will be posted in BeachBoard on a regular basis. They will appear on the class homepage when login and/or will be sent to you directly through your CSULB email. Please make sure to check them regularly, as they will contain any important information about upcoming assignments or class concerns. I will respond to your questions within 24 hours, usually sooner, but slower on the weekends. If I do not respond within 24 hours, assume that I did not get your message and resend it. You may reach me through: • Email at (preferred method) • Q&A Forum for general questions that you would like to share with the class • Office Hours by phone and in-person on • Virtual Office Hours by email on

Course Information	
Course Title	EDSS 490: Special Topics: Work-based Learning in Linked Learning Pathways
Course Meeting Times & Location	This class will meet **on-campus** on the following **Wednesdays: 5/31, 6/7,6/14, 6/21, 6/28, 7/5** This class will meet **online** on the following **Mondays: 6/5, 6/12, 6/19, 6/26, 7/3**
Course Description	Prerequisites: EDCI 500, EDCI 505, EDP 400; and one of the following EDP 520, EDP 595, or EDP 696 or EDCI 533; consent of the instructor. This course introduces principles and strategies for implementing high-quality, outcomes-driven work-based learning in Linked Learning pathways. Candidates examine current work-based learning models, which is one of four core components of the Linked Learning approach.
Course Structure	This is a Hybrid course that includes both online instruction and on-campus meetings. On-campus sessions will be held from 5:00 PM to 7:45 PM. The on-line component of this course includes the use of BeachBoard as well as access on-line lectures, course materials, assignments, and discussions. Plan to log into the course to contribute to the discussions and post assignments weekly. Logging in online at the last hour of the last day each week does not benefit the class, as it prevents others from reflecting on and responding to your contributions before we move on to the next week's topic. You will lose points for this. BeachBoard access instructions are provided in Week 1 materials. Please note, our 1st day of the week officially begins each Wednesday. You will regularly have assignments to turn in throughout the week.
Student Learning Outcomes	Course-Level SLO: Develop and implement WBL as an educational strategy that provides students with real-life **work** experiences where they can apply academic and technical skills. Explain the four types of work-based learning on the continuum found in Work-Based Learning in Linked Learning, and the purposes each serves for various groups of students and at various points in adolescent development. 1. Identify the types of student outcomes that work-based learning supports, including Common Core Standards for Literacy and Mathematics. 2. Identify challenges to achieving equity in workplace, school, and technology-based WBL experiences and propose solutions to these challenges. 3. Demonstrate a basic knowledge of work-based learning (WBL) concepts and terminology, specifically those concepts and terms related to career preparation.

4. Identify the key features of high quality WBL experiences and articulate the rationale behind these features.

5. Analyze and suggest improvements to the roles your own school-level staff, policies, and infrastructure play in supporting work-based learning, improvements that are consistent with a set of quality criteria, focus on student outcomes, and provide equitable opportunities for students.

6. Demonstrate an understanding of recommended practices for implementing the classroom component of work-based learning.

7. Demonstrate and understanding of learning experiences to better prepare students for post-secondary education and entry into their chosen careers.

8. Perform a job shadow of an industry professional and review the literature to inform the design of work-based learning experiences for your students.

Course Requirements	
Textbooks	**Required Text:** Washor, E. and Mojkowski, C. (2013.) *Leaving to learn: How out-of-school learning increases student engagement and reduces dropout rates*. Portsmouth, NH: Heinemann. The textbook can be purchased in the CSULB Bookstore or via an online vendor . **Recommended Texts & Other Readings/Resources:** California Department of Education. *Work experience education (WEE) guide*. http://casn.berkeley.edu/resource_files/WBL_Definitions_Outcomes_Criteria_pg_120512_v2.pdf https://edpolicy.stanford.edu/sites/default/files/publications/preparing-21st-century-citizens-role-work-based-learning-linked-learning.pdf http://www.ccsso.org/Documents/2016/NationalAcademyFoundationGuidetoWorkBasedLearning.pdf http://www.gse.harvard.edu/sites/default/files/documents/Pathways_to_Prosperity_Feb2011-1.pdf https://www.acteonline.org/clearinghouse_learning/#.WHccy8s76hA Darche, Svetlana, Nayar, N., and Bracco, K.. (2009.) *Work-Based Learning in California: Opportunities and models for expansion*. WestEd. http://www.connectedcalifornia.org/downloads/WBLReport.pdf Grubb, N. and Stern, D. (2007). *Making the Most of Career-Technical Education: Options for California*. Berkeley, CA. Pages 1 – 5. http://www.edpolicyinca.org/publications/making-sense-career-technical-education-options-california "Teacher Externship" (http://www.connectedcalifornia.org/video/?video=cci) "Teacher Job Shadow" (http://www.connectedcalifornia.org/video/?video=externship) *Teacher Externship Guide* (http://casn.berkeley.edu/resources.php?r=251) *Teacher Externships: Connecting the Classroom to the Workplace* (http://www.wested.org/online_pubs/rd-09-01.pdf)
Course Assignments	All written assignments must be typed, professionally written, spell-checked, double-spaced with a standard 12-point font, 1" margins, and submitted in hard copy at the beginning of class on the date due, unless otherwise indicated. Please note, certain assignments are to be submitted via Dropbox for feedback and evaluation purposes. When references are used, they must be properly cited using a standard and consistent format. American Psychological Association (APA) format (6th Edition) is recommended. Several online resources on this format are available. The university library has the full APA style guide in its reference collection.

	Late assignments will be penalized up to 25 percent of the possible points. If you have any concerns about your ability to meet a deadline, please speak with me well in advance of that date. I will do my best to accommodate you.
	Written work must be original. The University Catalog defines plagiarism as: "…the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source." If you have any doubt about what constitutes plagiarism, please speak with me.
Computer Requirements	In a hybrid class, many of your readings and assignments will be in BeachBoard so you need to make sure that you will have access to a computer and internet to complete your course. Your computer should have some basic software and hardware in order to use BeachBoard. **Minimum Computer Requirements:** - Operating System: Windows 7 - Browser: Firefox - Internet Connection: DSL or Cable - Peripherals: Microphone and Webcam - Software: PDF Reader, Word 2010 - Plugin: Java, Shockwave/Flash Player Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the Open Access Computing Facilities website for an extensive list of all available software installed in both computer labs. Most public libraries also have computers with internet access that you can use for free. However, please make sure that these machines satisfy the minimum computer requirement stated above.
Technology Skills	To succeed in this course, you must have: - Basic computer skills (word processing, e-mail, file management) - Basic Internet skills (use of browser, searches, uploading/downloading files) - Familiarity with discussion boards - An open mind and willingness to try new things
Online Readiness and Learning Style	Hybrid learning is different from a traditional on-campus class, and it is important to understand what skills you need to be successful in the hybrid classroom. Successful hybrid students are motivated and self-directed learners (like to take control of their own learning). To do well in the online component of the hybrid classroom, it's important that you: - are comfortable with technology - have good communication skills - have good time management skills
Time Commitment	Completion of this course including readings, discussions, assignments and projects should take at least 5 hours per week. Your time commitment may vary based upon your own level of experience with web technologies. However, you will not be able to work on this course just on the night before we meet. You will need to establish a course schedule so as not to fall behind. Attendance is a critical component
Beachboard Access	BeachBoard is our virtual classroom where you can access course materials and assignment instructions as well as participate in class discussions and submit requirements. - To access this course on BeachBoard you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to BeachBoard with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to CSULB's homepage and clicking on the BeachBoard link at the top of the page. Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course. - To use BeachBoard, please refer to the BeachBoard Help Pages. - If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their online form or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.
	Course Policies
Drop Policy	Please notify me via email if you will be absent on the first day of class.
Withdrawal Policy	Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will

	receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the CSULB Course Catalog to get familiar with the policy.
Participation Policy	Participation is essential to your success in this class. In the online component of a hybrid course, you are required to participate just as if you were in an on-campus class. This means that in order to get full credit for participation, you will have to complete your discussion assignments, lesson assignments and quizzes, etc. in a timely basis. Your participation is critical to our collective success. Participation includes: • Attending all on-campus meetings on time and in their entirety. • Being prepared for each class meeting (completing readings, having questions in hand, etc.). • Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas. • Engaging in constructive critical dialogue. • Engaging in roundtable and small group discussions. • Demonstrating your knowledge of the readings by making pertinent contributions, both in scholarly oral and written commentary, to be respectful active listeners, and to allow all class members to be heard with equity. • Being sensitive to your level of participation and to the engagement of your colleagues. You should come to class *on time and prepared* to engage in activities related to the topics for the evening. Expect to share your work and your ideas with other students and me on a regular basis. I encourage you to ask questions and contribute to the content of the course.
Netiquette	Netiquette is a term that relates to acceptable conduct in a web-based environment. For a detailed explanation of proper Netiquette that will be implemented in this class, go to The Core Rules of Netiquette.
Grading	**Grading:** Total points earned for class activities and assignments will be calculated and divided by the total points possible, with the course grade based on the following scale: o 200 - 184 = A o 183 - 164 = B o 163 - 144 = C o 143 - 124 = D o 123 and lower F **Rubrics:** To understand what is expected of you for each assignment, rubrics are provided with a table that details the requirements of each assignment and the benchmarks for success. **Attendance:** Students are expected to attend all class meeting. Summer classes are very compact with 6 weeks of instruction including the Job Shadow assignment; therefore, to facilitate learning every class is vital. Participation and attendance are key elements to success in this course. Flexibility is permitted for excused absences due to illness, death, or an emergency in the family. Students will need to email the teacher before the class meeting starts and arrange with another student for notes, slides, etc. **Late Policy:** I will accept late assignments until one week after the deadline but with grade deduction. Late assignments will be penalized up to 25 percent of the possible points. If you have any concerns about your ability to meet a deadline, please speak with me well in advance of that date. I will do my best to accommodate you. **Viewing Grades:** You can view your grades in BeachBoard by clicking Grades on the top navigation bar. Check your grades regularly to make sure that I have received all your assignments. If you have a question about a grade, email me. Please do not post your personal concerns in a discussion forum.
Key Assignments	**Job Shadow**. **(in-lieu of one in-class meeting)** Identify, contact, and visit an industry professional at their workplace to learn more about the skills and knowledge necessary for professional success in that field. Then reflect on your workplace observations/experience and propose WBL activities that would integrate with curriculum to motivate and engage pathway students. We will discuss in class ways in which the job shadow can be conducted. A job shadow will be a minimum of 2 hours. **(50 points)**

	Book Review: *Leaving to Learn* Review Purchase, read, and review Washor, E. and Mojkowski, C. (2013.) *Leaving to Learn: How out-of-school learning increases student engagement and reduces dropout rates*. Portsmouth, NH: Heinemann. Both electronic and paperback copies are available from major online booksellers. **(30 points)**

Course Schedule		
Topic	**Readings**	**Activities & Assignments**
Week 1 Monday **Wednesday**	Course Overview: **The Definition and Foundations of Work-Based Learning (WBL)** We will spend this week understanding the definition and history of work-based learning to date. **Learning Outcomes:** • Define WBL in the Linked Learning context • Explain the importance of WBL to student learning and achievement • Recount the history of WBL in the United States and summarize key implications for implementing high quality WBL at significant scale in today's high schools	**Job Shadow - (50 points)** Identify, contact, schedule and visit an industry professional at their workplace to learn more about the skills and knowledge necessary for professional success in that field. Prepare for and schedule a job shadow experience that fulfills the following requirements: ➢ **Job Shadow** completed **by Wednesday of Week 4 (6/21/ 17) with the Narrative due Wednesday of Week 5 (6/28/17)** ➢ Allows you to observe the industry professional(s) in different job-related tasks and different environments (e.g. office work, meeting with clients, job-site); this can be accomplished in one long visit or over several shorter visits ➢ Allows you to ask the industry professional(s) questions about how industry-specific tasks might lend themselves to high school learning experiences (during one visit or through follow-up meetings/communications) **Leaving to Learn Book Review - (30 points) 4-6 pages** The objective of the assignment is to share insights with your colleagues that will add to everyone's professional growth and development. A review typically evaluates recently-written works. A book review offers a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work.; it should highlight key elements in the text and make a recommendation for potential future readers. Because Work-Based Learning (WBL) in Linked Learning pathways is the central focus in this course, make clear in your review what the implications are for pathways. Structure your review around the following content: A. What did you find the most interesting and/or important

in the text?
B. What are the implications of what you judged as important and/or interesting for teaching and learning in pathway programs?
C. How does what you learned from the text relate to, change the profession's thinking about and advance our understanding of teachers' roles in learning and teaching? What about the roles of other adults (community members, industry professionals, etc.)?
D. What specific, and manageable actions would you take in your pathway, or a pathway you are familiar with, to improve student outcomes after reading the book?
E. Are there areas where you believe the book could have been stronger? In other words, what, from your perspective, are the book's limitations?
F. Do you recommend that your colleagues read this book? Please provide an explanation, supported by information within the text, for your overall recommendation.

Assignment 1.1: Post relevant and interesting information about yourself on the Introductions discussion board. Then in the same post, describe the most impactful learning experience you have had in a workplace environment. What activities were you doing? Who taught you? What did you learn?

Assignment 1.2: Relate your experience to the concept and history of WBL for secondary students, as discussed in the week's resources (cite the source in your post). The following are some discussion ideas:
- Why do you think WBL is one of the four defining components of Linked Learning?
- What are the most important benefits, risks and/or challenges to implementing WBL at a large scale?
- How does the history of WBL development in the United States and in California impact how WBL is implemented now?

Participation 1.3: Reply to at least two other students.

Readings:
California Department of Education. *Work experience education (WEE) guide.* Chapter 1, especially Section on History of Work Experience Education History (p.22-28). weeguide (3).doc

Darche, Svetlana, Nayar, N. and Bracco, K.. (2009) *Work-Based Learning in California: Opportunities and models for expansion*. West-Ed
http://www.connectedcalifornia.org/downloads/WBLReport.pdf

Grubb, N. and Stern, D. (2007). *Making the Most of Career-Technical Education: Options for California.* Berkeley, CA (p.1-5).
http://www.edpolicyinca.org/publications/making-sense-career-technical-education-options-california

Week 2 Monday **Wednesday**	**Readings** Washor, E. and Mojkowski, C. (2013.) *Leaving to learn: How out-of-school learning increases student engagement and reduces dropout rates.* Portsmouth, NH: Heinemann. **Chapter 6** **How Should Schools Help Students Learn Productively?** **Learning Outcomes** ➢ Distinguish the difference between Project-Based Learning and Work-Based Learning ➢ Identify WBL experiences that span the continuum from career awareness, career exploration, career practicum, and career preparation ➢ Create a formalized process to regularly gather input from industry and postsecondary partners regarding the quality of student WBL experiences, labor market trends, and additional WBL opportunities	**Assignment: 2.1** Post: How do quality WBL programs benefit all stakeholders (students, employers, schools, and the community)? Identify two benefits for each stakeholder listed above. **Assignment: 2.2** What may be barriers to implementing WBL experiences for all students in your pathway or school? What are some strategies that may help to resolve the identify barriers? **Participation: 2.3** Comment on the work of at least two others.
Week 3 Monday **Wednesday**	**Readings** Washor, E. and Mojkowski, C. (2013.) *Leaving to learn: How out-of-school learning increases student engagement and reduces dropout rates.* Portsmouth, NH: Heinemann. **Chapters 1-3** **What does High Quality Work-Based Learning look like?** **Learning Outcomes:** • Explain the four types of work-based learning on the continuum found in Work-Based Learning in Linked Learning • Connect WBL within a Linked Learning approach	**Assignment 3.1** **Classify & Upgrade Three Work-Based Learning Experiences** Before beginning this assignment, carefully read Work Based Learning in Linked Learning: Definitions, Outcomes & Quality Criteria You will use this document to guide the assessment of three separate work-based learning experiences through the resources provided. The three experiences are: ➢ A work-based experience ➢ A school-based experience ➢ A technology-based experience *If possible, observe an experience in person! Use the WBL Assess and Upgrade Worksheet to record your assessments for this assignment. If you made assumptions about an experience to complete the worksheet (due to insufficient evidence or information) write them down, too. Fill out a separate worksheet for each experience, and save each completed document under a different file name. For the experiences that you do not observe in person, choose from the provided list of examples. Most describe a student experience, while others are videos or webpages for direct use with students. Attempt to

| | to achieving key student learning outcomes, including the Common Core Standards for Literacy and Mathematics
• Identify the key features of high quality WBL experiences and articulate the rationale behind these features
• Assess **three** work-based learning experiences against the appropriate student outcomes and quality criteria

Recommend and justify specific upgrades/improvements to the four (4) sample work-based learning experiences to make them more tightly aligned to student outcomes and/or to otherwise achieve higher quality or more equitable access | assess experiences that span the full spectrum of WBL- from career awareness to career training.

Assignment 3.2:
Post your final worksheets as attachments to share with classmates. In the body of the post, write a brief reflection of what you learned from this activity.

Participation 3.3: Comment on the work of at least two others. Your comments should focus on questions and suggestions that can improve or add to the proposed upgrade ideas.

➢ *Linked Learning Alliance. (2012.) Work-based Linked Learning: Definitions, outcomes, and quality criteria.* https://goo.gl/G3qJLy
➢ Rustique, E. and Stam, B (2012). Using Linked Learning to Implement the Common Core State Standards. https://edpolicy.stanford.edu/publications/pubs/661

Examples of quality WBL and student reactions to quality experiences:
➢ Enhancing Project Based Learning. ConnectEd. http://youtu.be/wbcehioyzlY
➢ The Build SF Institute's School to Career Program http://www.edutopia.org/build-sf-learning-design-civic-education-video
➢ Student Quotes Pasadena http://www.youtube.com/watch?edit=vd&v=6huxoxMQ4OI
➢ Envision student documentary of classmates' work-based learning experiences. https://vimeo.com/53978040

Additional Resources (Optional)
• If you haven't already done so, register at ConnectEd Studios (www.connectedstudios.org). Once logged in, go to the WBL section (Toolbox menu (top of main screen) > Work-Based Learning) Explore the Toolkit to find numerous tools and resources for implementing WBL.
• Job Shadowing: A Handbook for Employers
This Handbook for Employers is for the business sponsoring the job shadowing experience. It contains important information regarding shadowing policies and for creating a successful shadowing experience. http://www.career-connection.org/pdf/work-based/JS-handbook29.pdf

Student Job Shadowing Manual The student manual is for students to use during and after the shadowing experience. The manual contains worksheets for gathering general information about the shadowing site and a post-shadowing career assignment. http://www.career-connection.org/pdf/work-based/studentjobshadowing.pdf |

| Week 4 Monday Wednesday | **Job Shadow**
Visit an industry professional at their workplace to learn more about the skills and knowledge necessary for professional success in that field. Then reflect on your workplace observations/experiences and propose WBL activities that would integrate with curriculum to motivate and engage pathway students.

Readings
Washor, E. and Mojkowski, C. (2013.) *Leaving to learn: How out-of-school learning increases student engagement and reduces dropout rates.* Portsmouth, NH: Heinemann

Chapter 7- 8 | **Conduct your Job Shadow and work on the narrative report. (We will not be meeting on-campus)**

Project Steps
➥ *Review the Purpose and Expectations of Teacher Job Shadow*
Watch the short ConnectEd Promising Practice Video titled "Teacher Externship" (http://www.connectedcalifornia.org/video/?video=cci) and "Teacher Job Shadow" (http://www.connectedcalifornia.org/video/?video=externship) to get a sense of the purposes and scope for your own teacher job shadow during this course. You will be performing a job shadow at a workplace **individually**, and not in groups as shown in the second video.

Complete the Job Shadow and any follow-up communications.
Use the worksheets and tips in the Teacher Externship Guide and From Job Shadow to Performance Task: Interview Tips and Questions to record your observations and guide your conversation with the industry professional.

Post a detailed write-up of your experience that includes the following:
A. Your observations of the workplace, its different environments, and its behavioral expectations. Discuss how you would prepare students to behave appropriately at this workplace.
B. A summary of the skills and knowledge necessary for success in the industry professionals' job, and how those skills and knowledge intersect with academic standards and your pathway student outcomes. A table or bulleted points is acceptable for this section.
C. A reflection on the value of job shadows for you personally, and for pathway teachers in general. What is the ideal use of job shadows for your pathway? |

Week 5 Monday Wednesday	**Learning Outcomes**	**Assignment 5.1**
	➢ Identify strategies for supporting teachers and teacher teams in using work-based learning as an instructional strategy.	**Analyze Your Pathway/School (If you do not have a pathway at your school, please seek out a pathway to examine.)** Read the WBL Implementation guide and Work Experience Education Guide to understand the various roles, responsibilities, and tasks for implementing successful WBL at your pathway (or a pathway you are familiar with). For this assignment, focus on the pathway or school level, rather than district or regional levels.
	➢ Evaluate and recommend various techniques to prepare students for individual work-based learning experiences and over time for a sequence of increasingly in-depth work-based learning.	Using the WBL Roles and Responsibilities worksheet as a guide, trace the ways the adults at your pathway/school support WBL and the students who experience it. In a discussion post, report your finding and discuss the strengths and weaknesses of your observed WBL system in terms of equity, quality, sustainability, and future growth. Recommend practical improvements, remembering to cite your resources.
	➢ Articulate the role of principals, counselors, and other school site staff in supporting work-based learning.	**Participation 5.2** Reply to at least two other students.
	➢ Assess existing school systems for supporting work-based learning experiences that are consistent with a set of quality criteria, focus on student learning outcomes, and provide equitable opportunities to all students.	
	Readings Washor, E. and Mojkowski, C. (2013.) *Leaving to learn: How out-of-school learning increases student engagement and reduces dropout rates.* Portsmouth, NH: Heinemann. **Chapter 4-5**	

Week 6 Monday Wednesday	**Readings** Washor, E. and Mojkowski, C. (2013.) *Leaving to learn: How out-of-school learning increases student engagement and reduces dropout rates.* Portsmouth, NH: Heinemann. **Chapters 9-10**	**Book Review due.** **Project Reflection and Discussion** By the last day of the course, review at least one Job Shadow Project and comment on the following questions. What lessons do you take away after reading the project? What, if any, new ideas did the project spark for you in terms of WBL?