

**SDSU CES Linked Learning Professional Certificate**  
**Module A**  
**Linked Learning Pathway Design and Delivery**

**Syllabus**

**Course Overview and Description**

This two-unit, online module is part of a Linked Learning Professional Certificate, a six-module certificate designed to promote study of the Linked Learning field, critical components of this approach to high school transformation, the growing body of Linked Learning research, and challenges and solutions associated with implementation. *Work-Based Learning* examines the central role of learning experiences outside of the traditional classroom that prepare all students for both college and career.

*Work-Based Learning* is one among the six learning modules, listed below, in the Linked Learning Professional Certificate:

- ❖ Linked Learning Pathway Design and Delivery
- ❖ Work-Based Learning
- ❖ Authentic Learning and Assessment
- ❖ Using Data in Communities of Practice
- ❖ Backward Mapping from Graduation to the Classroom
- ❖ Essential Collaborations: Industry, Community and Postsecondary Partners

The module follows a weekly schedule of readings, assignments, and discussions. Participants are expected to examine resources, evaluate ideas and evidence, draw conclusions, and collaborate with other participants and colleagues. The defining characteristics of the Linked Learning approach and quality pathway design are studied and participants apply their new knowledge to propose improvements to their home schools and districts.

**NOTE:** The other five modules in the professional certificate program go into depth on various aspects of pathway delivery. Topics covered in those modules may be mentioned in this one, but will not be examined extensively.

For the culminating experience of this module, participants complete an individual project that demonstrates deep understanding of at least one major component of pathway design. Participants may choose among suggested projects, or propose their own to the instructor for approval (a more detailed description of each project is provided in the Culminating Project section of the course).

## Learning Outcomes for the Course

- Articulate the characteristics of pathways that exemplify the Objective and Guiding Principles of Linked Learning and include all four Core Components.
- Articulate how the long-term success of a pathway depends on a vision, mission, theme, and set of pathway student learning outcomes that align with the goals and needs of a school and its wider community.
- Define the goals of a quality pathway program of study based on Linked Learning principles.
- Analyze existing programs of study for alignment with the entrance requirements of a spectrum of postsecondary options, and a given pathway theme.
- Explore academic, behavioral, and health interventions for pathways to equitably and effectively serve all of its members.
- Develop a plan for student and staff recruitment, selection, orientation, and expectations that adheres to the objectives and principles of Linked Learning and a culture of continuous improvement.

## Culminating Project

Each participant must complete one project of his or her choice by the end of this module. Below are projects that you can choose from, or you can propose a different project to the instructor for approval. Projects must demonstrate deep understanding of at least one major aspect of pathway design and delivery. More details on the project are found in the Culminating Project section of the course.

### Possible Projects

Propose Pathway Vision, Mission, Theme and Design Team

Design or Improve a 4-Year Program of Study

Report on Student Supports and Interventions

Envision a Student Recruitment, Selection and Orientation Program

## Grading

You can check on your grade any time in the Grades section of the BlackBoard course. The final grade for this module is broken down in the following way:

### **Culminating Project: 50%**

The culminating project is due at the end of Week 4 and will be assessed against the Culminating Project Rubric, which is found on the online course.

### **Weekly Assignments and Discussions: 50%**

All other assignments and class discussions are mandatory and constitute the remaining 50% of your final grade. Each assignment and discussion has equal weight.

#### *Participation, Assignments and Discussion*

Practicing effective communication and active exchange of ideas is essential to your success in this course. Your regular and visible participation online, then, is valued and expected as part of this learning community. All communications should be professional in tone as well as quality. Graduate level writing is expected on all assignments and discussion boards.

Plan to log into the course to contribute to the discussions and post assignments at least two to three times a week. Logging in online at the last hour of the last day of 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.

The best postings to the discussion board are substantive, pose interesting questions, and offer new insights or information. Few points are earned by posts that simply state "I agree with what Harry said," or restatements of already discussed ideas. You do not need formal citations in your discussion postings unless specifically asked in the assigned discussion forum question or assignment.

In general, the grading for weekly assignments and discussions will be as follows:

90% - 100% = Exceeds expected level of participation and completes all assignment requirements. Contributed more than the minimum required number of postings. Postings are timely, thoughtful, well written, and always add to the level of the conversation.

80% - 90% = Meets expected level of participation and completes all assignment requirements. Postings are timely, thoughtful, well written, and generally add to the level of the conversation

70% - 80% = Meets the minimum required level of participation and completes the assignment requirements. Little evidence of thoughtful insights or valuable new contributions to the discussion. Postings may be too late to allow responses from others.

less than 70% = Does not meet the minimum required level of participation in number and/or quality of postings. Does not meet the requirements of the assignment. Postings may be too late to allow responses from others.

## **Weekly Topics and Outcomes**

Required resources, readings, and assignments/discussions are found under the Week 1-4 sections of the course.

### **Week 1: Linked Learning: Origins, Foundations, and Structure**

*What is Linked Learning, and what does research tell us about this school reform approach? What are the characteristics of quality pathway?*

#### **Learning Outcomes**

- Articulate the rationale, principles, and components of Linked Learning
- Examine the data supporting the Linked Learning high school reform approach
- Explain the criteria that define a quality Linked Learning pathway and the six broad steps for creating one
- Reflect on personal learning objectives for the course

### **Week 2: Pathway Visioning, Planning, and Design**

*What are the best pathway vision, mission, theme, and student outcomes to serve your school, district, and community? How are these decisions most effectively made?*

#### **LEARNING OUTCOMES**

- Describe the composition of an effective pathway design team and create a plan for forming a team in your community
- Develop a pathway vision and mission that aligns with the goals and needs of a community
- Determine a pathway theme and pathway student learning outcomes that align with local community/industry needs and district/school standards
- Explain the importance of a business/community advisory committee to the success of a pathway

### **Week 3: Pathway Structures and Schedules**

*How are the essential structures of a pathway organized and established to ensure equity and high achievement for all students?*

### **LEARNING OUTCOMES**

- Articulate the high school graduation and local college entrance requirements for students in your area
- Explore existing ROP, community college, and other CTE course offerings that may fit, or be adapted to fit, into a pathway program of study
- Apply the *Career Technical Education Framework for California Public Schools* to appropriately sequence CTE courses with academic offerings in a pathway program of study
- Identify the ways in which the Education Code and mandatory testing schedules restrict possible pathway programs of study
- Identify desirable characteristics of staff members and effective staff assignments in a pathway structure

### **Week 4: Student Supports and Personalization**

*What can and should happen when a student does not achieve to his/her full potential in a pathway?*

### **LEARNING OUTCOMES**

- Describe the different types of student interventions that successful pathways establish to ensure high achievement for all students
- Analyze the requirements for maintaining a school atmosphere of support and engagement for all students
- Create a plan for timely and effective academic interventions
- Research resources for counseling, guidance, and college and career planning
- Research community services that are available for student and parent referral

## **Getting Help**

There are several options available to get help at any time during the course.

If the answer to your question is one that everyone in the course would benefit from, post it in the Course Questions discussion forum. All participants are welcome to offer help in response to a post in this discussion forum -- there is no need to wait for the facilitator!

For private questions, email the facilitator and/or ask to schedule a phone or video conference. The facilitator aims to respond to all participant requests within 24 hours during weekdays, and by Monday afternoon for requests made during the weekend.

All participants in the course are credentialed in-service teachers, so please remember that help can come from your peers, as well. Email and call each other, skype, or schedule time in a chat room. You can ask the instructor to be a part of these conversations or interact on your own.

## **Statement on Cheating and Plagiarism**

“Statement on Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University. For more information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (‘Legal Notices on Cheating and Plagiarism’) or the University Catalog (‘Policies and Regulations’).”

## **Students with Disabilities**

“Americans with Disabilities Act (DA) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, contact the Student Disability Services Office ([http://www.sa.sdsu.edu/dss/dss\\_home.html](http://www.sa.sdsu.edu/dss/dss_home.html)) at (619) 594-6473.”

## **Religious Observances**

University Policy on Absence for Religious Observances includes the following statements: “By the end of the second week of the class, students should notify the instructor of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of

planned absences for religious observances.” Please notify the instructor in a timely manner and a reasonable accommodation will be reached.

### **Statement that Syllabus is Subject to Change**

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to check on announcements.

## **Culminating Project**

Each participant must complete one project of his or her choice by the end of this module. Below are projects that you can choose from, or you can propose a different project to the instructor for approval. Projects must demonstrate deep understanding of at least one major aspect of pathway design and delivery.

### **Possible Projects**

#### **Propose Pathway Vision, Mission, Theme and Design Team**

Imagine that your district (or a district you are familiar with) will establish a new Linked Learning academy next fall, and you will lead the initial pathway design. Research the district's graduate profile, local industry and community needs, and existing resources. Produce a professional presentation of the following:

- Report information on local needs, demographics, and resources
- Proposed vision and mission statements that align with the goals and needs of the school, local industry community, and its students
- Proposed pathway theme
- Advisory/Design team members you would invite (actual people/position titles from your community) and the roles they would play
- Justification of bullets 2-4

#### **Design or Improve a 4-Year Program of Study**

For this project, use a pathway that you know, or imagine a new pathway in your district with an industry theme of your choice. Create a 4-year program of study for this pathway that aligns to the principles of Linked Learning. Or, take a critical look at an existing program of study and propose specific improvements. Then justify your proposed courses and sequence in a manner appropriate for fellow educators and advisory committee members.

#### **Report on Student Supports and Interventions**

Collect and summarize interventions, strategies, and programs that are already available in your region that can support pathway students. Find at least five programs, with at least one program in each of the following areas:

- Academic supports. Strategies and programs for students with deficiencies in individual subjects, English language learners, those that need study skills, and enrichment programs
- Behavioral interventions. Programs and strategies that provide the best outcomes for students, their families, and the school
- College and Career planning
- Health-Related support and referral programs. Programs that promote healthy habits, address substance abuse, teen pregnancy, mental health, domestic violence and abuse

Describe 1) the scope and nature of each of the intervention programs you find, 2) how to access or establish the program in a pathway, and 3) the likely pros and cons of the program for students in a Linked Learning pathway.

**Envision a Student Recruitment, Selection and Orientation Program**

Initial student selection, recruitment, and orientation are vital components of any program that creates and sustains an engaging and high-achieving environment for all students, regardless of their past achievement level or background. How would you set the tone to welcome incoming students to your pathway (or the pathway you want to create/be a member of)? Propose a system of recruiting and selecting students for the pathway that ensures access for all students and results in a diverse student body, or describe your district's current policy and suggest improvements. Then create a vision for an orientation program that increases student investment in the pathway community, begins identification and placement with resources available to support them, initiates meaningful and positive relationships, and sets high expectations for achievement and growth. Describe the orientation length, activities, structure, and any follow-up activities. Include the people and resources that would be required for the recruitment, selection, and orientation processes.

## **Weeks 1-4 Content**

### **Week 1: Linked Learning: Origins, Foundations, and Structure**

*What is Linked Learning, and what does research tell us about this school reform approach? What are the characteristics of quality pathway?*

#### **Learning Outcomes**

- Articulate the rationale, principles, and components of Linked Learning
- Examine the data supporting the Linked Learning high school reform approach
- Explain the criteria that define a quality Linked Learning pathway and the six broad steps for creating one
- Reflect on personal learning objectives for the course

#### **Resources**

- Linked Learning Alliance. *What is Linked Learning?* <http://linkedlearning.org/about/>
- Linked Learning Alliance. *Essential elements for pathway quality.* [http://www.connectedcalifornia.org/direct/files/Essential%20Elements%20for%20Pathway%20Quality\\_Descriptors%282%29.pdf](http://www.connectedcalifornia.org/direct/files/Essential%20Elements%20for%20Pathway%20Quality_Descriptors%282%29.pdf)
- ConnectEd. *Pathway Toolkit: Overview and Phases of Development.* <https://connectedstudios.org/url-zvlwjKfwKlRqX3P7h-1fUaLqZX4Ww5GZSbdZZEYM> (If this link doesn't work, log into ConnectEd Studios ([www.connectedstudios.org](http://www.connectedstudios.org)), go to the Toolbox dropdown menu at the top of the page, and click on Pathway Toolkit. Then find the appropriate section in the menu on the left. Just skim the material at this time; we will be delving into the content more deeply later.)
- Guha, R., et. al. (2014.) *Taking stock of the California Linked Learning District Initiative: Fifth year evaluation report, executive summary.* SRI International. <http://www.connectedcalifornia.org/direct/files/resources/year5linkedlearningevaluationexecsummdc2014.pdf>
- College and Career Academy Support Network (CASN). (2010.) *Comparing Students in Each California Partnership Academy with Non-Academy Students at the Same High School, 2009-10.* <http://casn.berkeley.edu/resources.php?r=337&c=1>
- Gary Hoachlander. Education Week, February 18. 2011. *Toward a New Vision for American High Schools* <http://www.edweek.org/ew/articles/2011/02/18/21hoachlander.h30.html?tkn=YZUFMOws3FYUnMFY+ZJ2bb50WLsojd6LYQMN&cp=clp-edweek>
- James J. Kemple and Cynthia Willner. 2008. *Career Academies: Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood* <http://www.mdrc.org/publications/482/overview.html>

#### **WEEK 1 ASSIGNMENTS**

### **1.1 Introductions and Discussion**

In the discussion forum, post a brief introduction of yourself for the benefit of the instructor and other students. Then discuss one topic or question that interests you from this week's resources. Good posts explore issues deeply to further understanding, ask probing questions, respond critically to the presented ideas, and draw relevant conclusions. Be sure to cite the resources so others can respond fully to your thoughts.

Reply with substantive comments to at least two other students, and reply to those that respond to your initial post.

### **1.2 Journal Entry**

Read the *Essential Elements for Pathway Quality* and skim through ConnectEd's Pathway Toolkit. In a journal entry, share the direction you would like to take for the culminating project. Explain how your choice of culminating project engages your curiosity and professional needs. Why is your project important to your learning and development? Also ask any questions you may have about the project at this point.

This journal entry is only shared with the instructor. The more detail you provide, the more resources and guidance the instructor can offer to help you make the experience as positive and useful as possible.

## **Week 2: Pathway Visioning, Planning, and Design**

*What are the best pathway vision, mission, theme, and student outcomes to serve your school, district, and community? How are these decisions most effectively made?*

### **LEARNING OUTCOMES**

- Describe the composition of an effective pathway design team and create a plan for forming a team in your community
- Develop a pathway vision and mission that aligns with the goals and needs of a community
- Determine a pathway theme and pathway student learning outcomes that align with local community/industry needs and district/school standards
- Explain the importance of a business/community advisory committee to the success of a pathway

### **RESOURCES**

ConnectEd. *Pathway Toolkit: Guide and Toolkit: Step 1: Vision, Planning, and Pathway Design*. <https://connectedstudios.org/toolkit/guides/index/pathway>. (If this link doesn't work, log into ConnectEd

Studios ([www.connectedstudios.org](http://www.connectedstudios.org)), go to the Toolbox dropdown menu at the top of the page, and click on Pathway Toolkit. Then find the appropriate section in the menu on the left.)

-Within Step 1 of the Pathway Guide and Toolkit, there are five sub-sections (a-e) and a wealth of extra resources to explore. Read all of the text in each subsection, but pick and choose the related resources that are most useful to you.

## WEEK 2 ASSIGNMENTS

### 2.1 Initial Pathway Design

Review this week's resources. Given the circumstances of your particular region, district and school,

- 1) explain the significance of a public and agreed-upon vision and mission statement for a pathway;
- 2) propose the members that would constitute an ideal pathway design team (listed by title/job role);
- 3) briefly describe a plan to recruit and engage these members; and
- 4) describe one important challenge to building a diverse, engaged, and productive design team and offer a strategy for mitigating the challenge.

Provide feedback on the work of at least one other student. Offer suggestions to make the plans or team membership stronger and/or introduce practical challenges that s/he may not have considered.

## Week 3: Pathway Structures and Schedules

*How are the essential structures of a pathway organized and established to ensure equity and high achievement for all students?*

## LEARNING OUTCOMES

- Articulate the high school graduation and local college entrance requirements for students in your area
- Explore existing ROP, community college, and other CTE course offerings that may fit, or be adapted to fit, into a pathway program of study
- Apply the *Career Technical Education Framework for California Public Schools* to appropriately sequence CTE courses with academic offerings in a pathway program of study
- Identify the ways in which the Education Code and mandatory testing schedules restrict possible pathway programs of study

- Identify desirable characteristics of staff members and effective staff assignments in a pathway structure

## RESOURCES

ConnectEd. *Pathway Toolkit: Guide and Toolkit: Step 2: Structures and Schedules*.

<https://connectedstudios.org/url-zvlwjKfwKlRqX3P7h-1fUaH-YERKksU> (If this link doesn't work, log into ConnectEd Studios ([www.connectedstudios.org](http://www.connectedstudios.org)), go to the Toolbox dropdown menu at the top of the page, and click on Pathway Toolkit. Then find the appropriate section in the menu on the left.)

Within Step 2 of the Pathway Guide and Toolkit, there are four sub-sections (a-d) and a wealth of resources to explore. Read all of the text in each subsection, being sure to explore the embedded links. This week, it is especially important to look through the related resources, as well. You will likely learn something essential to your culminating project.

## ASSIGNMENTS

### 3.1 Equity Discussion

A major theme that runs through all of pathway design and delivery is the commitment to equitable opportunities for all students. After looking through this week's resources and examples of programs of study, master schedules, and recruitment materials, engage the class in a discussion of equity as it pertains to one area of pathway design. Post what you think is a critical question, offer a personal anecdote that illustrates an important challenge that must be met, discuss data and draw conclusions, and/or propose solutions that you haven't seen tried.

Respond with substantive comments to at least two other posts.

### REMINDER: Continue work on Culminating Project

The culminating project is due at the end of next week.

## Week 4: Student Supports and Personalization

*What can and should happen when a student does not achieve to his/her full potential in a pathway?*

## LEARNING OUTCOMES

- Describe the different types of student interventions that successful pathways establish to ensure high achievement for all students
- Analyze the requirements for maintaining a school atmosphere of support and engagement for all students

- Create a plan for timely and effective academic interventions
- Research resources for counseling, guidance, and college and career planning
- Research community services that are available for student and parent referral

## RESOURCES

ConnectEd. *Pathway Toolkit: Guide and Toolkit: Step 5: Embedding Student Supports and Personalization*. <https://connectedstudios.org/url-zvlwjKfWkIRqX3P7h-1fUaLqZX4Ww5GZSbdZZEUK> (If this link doesn't work, log into ConnectEd Studios ([www.connectedstudios.org](http://www.connectedstudios.org)), go to the Toolbox dropdown menu at the top of the page, and click on Pathway Toolkit. Then find the appropriate section in the menu on the left.)

Within Step 5 of the Pathway Guide and Toolkit, there are three sub-sections (a-c) and related resources to explore. Read all of the text in each subsection. Scan the related resources to find what is most useful to you.

## ASSIGNMENTS

### 4.1 Student Supports Webliography

Find one website, article, video or other online resource that provides useful information about student support and personalization at the secondary level. The resource can describe a specific program or strategy (academic, behavioral, health, safety, etc.), report research data, or anything else that would benefit the support of pathway student achievement and overall wellbeing.

Add an annotated entry of your resource to the Student Supports Webliography that has been created in BlackBoard for this assignment. The annotation should be no more than 100 words and describe the information one can expect from the resource and how it would be useful to a pathway. Together, the class will produce a rich resource list that would be useful for anyone planning a pathway.

### 4.2 Culminating Project

Congratulations! You have made it to the end of the module. Submit your culminating project on the discussion board to share what you have accomplished with the class.

Make the project an attachment to your discussion post for this assignment. In the body of the post, write a brief reflection on the knowledge and skills you demonstrate in your project, and how you will use what you have learned by completing it.

## Weekly Calendars

Week 1	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 1.1			Initial post	Respond to other posts		Reply to responses	
Assignment 1.2						Post journal entry	

Week 2	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 2.1		Assess an experience	Assess an experience	Finish assignment and post	Comment on other posts	Reply to responses, comment on other posts	
Culminating Project	Continue working on Culminating Project						

Week 3	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 3.1			Initial Post	Comment on other posts		Reply to responses, comment on other posts	
Culminating Project	Continue working on Culminating Project. Conduct job shadow or finish reading book.						

Week 4	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 4.1		Add entry					
Culminating Project				Complete draft	Final edits	Post project and reflection	View other projects and comment

## Culminating Project Assessment Rubric

Criteria	Criteria Not Met (0-5 pts.)	Criteria Met (6-8 pts.)	Criteria Exceeded (9-10 pts.)
<b>Breadth, Depth, and Use of Research</b>	Fewer than three resources cited. Research lacks depth or is used superficially. Little evidence of careful thought and synthesis.	Three to five appropriate resources are cited and applied thoughtfully in the assignment. The resources broadly and deeply cover the topics in the chosen section of the Community of Practice Continuum rubric.	More than five appropriate resources are cited and applied innovatively in the assignment. May include sources such as a practitioner interview. The resources broadly and deeply cover the chosen topics, perhaps including applicable research from fields other than education and educational leadership.
<b>Practicality, Applicability, Effectiveness</b>	The ideas proposed in the assignment are impractical and/or do not apply to the goals of pathways. A pathway would have significant difficulty with improving their student outcomes if it relied on the proposals, processes and/or strategies as presented.	The ideas proposed in the assignment are practical and apply to the goals of pathways. A pathway team would likely be able to implement the proposals, processes and/or strategies and improve student outcomes if it relied on the presented material.	A variety of useful adaptations to the project's already strong ideas, processes and strategies are presented to address common obstacles to success. High confidence that a pathway team could implement the proposals and improve their student outcomes and further pathway goals if they relied on the presented material.
<b>Thoroughness</b>	Every requirement in the project description is not	Every requirement in the project description is	All of the requirements in the project description

	addressed. Obviously common challenges to the success of the proposed ideas are not mentioned and/or little effort is made to present practical solutions to those challenges. Explanations are missing important points that would aid in either understanding or implementation.	addressed. Common obstacles to success are mentioned as well as practical solutions to those obstacles. Explanations are clear and complete enough for the intended audience to understand and use the project without having to use many outside sources.	are met. In addition, explanations include persuasive evidence of effectiveness and variations on proposed strategies are outlined to meet the needs of a diverse audience of potential users.
<b>Project Presentation</b>	The project does not have a professional presentation; for example, the writing has numerous errors and lacks organization. Information not presented in a manner useful to the intended audience.	The unit project has a professional presentation that is intentionally written and formatted to be useful to the intended audience. Elements can be used as professional development or pathway planning tools.	The unit project has a professional and visually appealing presentation. The content is concisely written and formatted specifically to be of most use to the intended audience. All or most of the elements of the project can be used immediately as professional development or pathway planning tools.

Points Earned	Comments
<b>Research (___/10)</b>	
<b>Practicality and Applicability (___/10)</b>	
<b>Thoroughness (___/10)</b>	
<b>Project Presentation (___/10)</b>	

