


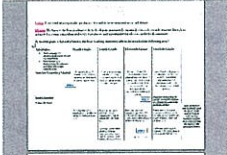





A Linked Learning Storyboard: Focus on Student Learning Outcomes

Long Beach Unified School District

We started.	We committed ourselves to establishing student learning outcomes.		
			
<p>1. Our Core District Team</p> <p>Building on our long history of DISTRIBUTIVE LEADERSHIP and under the leadership of our Assistant Sup of HSO, we convened a core district team that represented key departments in advancing the Linked Learning Initiative in Long Beach Unified in an aligned and scalable manner:</p> <ul style="list-style-type: none"> • Maggie Webster, Assistant Sup. HSO • Christine Dominguez, Deputy Sup. OCIPD • Matt Saldana, Principal LBSA • Carol Ortega, Prog. Admin. K-12 Counseling • Nader Twal, SLC Project Director • John Jacobson, SLC Program Facilitator • Dan Schlesinger, WBL Coordinator • Ronnie Evans, ACTE Curriculum Leader • Crystal Howard, Research Analyst • Robert Tagorda, Prog. Admin. GEAR UP 	<p>2. Our First Steps in Developing Outcomes</p> <ul style="list-style-type: none"> • Coordinated our central office departments to support the initiative (HSO, OCIPD, and Research). • Collaborated with neighboring Montebello Unified to refine content of student outcome chart template. • 40 SLC teams of 7 each (teachers, counselors, admin.) attended Student Outcome Chart (SOC) Training in Feb 2010 to determine what students should know and be able to do WITHIN an industry sector. • Funding provided for additional release time to complete SOC. • Business, Community, Postsecondary Consultancy (Education Business Advisory) convened April 2010 to get critical feedback on outcomes and identify POWER STANDARDS within each sector. • SLC Lead Teacher Institute, Dec 2010, anchored in rubric criteria allowed teams to evaluate their outcomes and make revisions. • Feb 2011 all SOC posted online, by industry sector, on the district Linked Learning Web Page 	<p>3. Emerging District Outcomes</p> <p>Above and beyond achieving academic proficiency in ALL academic core classes required for college and career readiness, a graduate of Long Beach Unified School District will be able to:</p> <ul style="list-style-type: none"> • Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio. • Use critical thinking skills to make informed decisions and solve problems. • Understand and demonstrate the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. • Understand and demonstrate the role of personal integrity and ethical behavior in the workplace. • Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals. 	<p>4. Emerging Pathway Outcomes</p> <p>California Academy of Math and Science, Engineering Pathway Outcome Samples:</p> <p>Problem Solver:</p> <ul style="list-style-type: none"> - Students will work in groups to research one Engineering challenge and summarize the challenge, the state of the art and promising research solutions. - Students will build a prototype or simulation to test their hypothesis. - Students will compile data to analyze the feasibility of their solution.
We acted.	We kept focus on our outcomes.		We reflected.
			
<p>5. Steps We Took</p> <ul style="list-style-type: none"> • Introduced all SLC Teams to the CTE Framework and Standards. • Trained all SLC Coordinators, SLC Leads, Counselors, Principals over Curriculum and Instruction, and Core Teacher Teams in Student Outcome Chart Process. • Created student outcomes for each SLC/Pathway as an organizing tool for courses of study, WBL, field trips, and integrated curriculum. • Designed series of professional development opportunities (required) for all SLC Teams to learn how to use their outcomes to shape student experience within the SLCs. 	<p>6. Examples of Using our Outcomes</p> <ul style="list-style-type: none"> • All SOCs are published on the district Linked Learning web page for public viewing and ONGOING critical feedback. • All SLCs have developed a coherent course of study for each SLC/Pathway anchored in student outcomes. • Curriculum Leaders, in collaboration with teachers from the site, have revised ALL 9th and 10th grade course outlines to reflect integration of 5 POWER STANDARDS articulated in Graduate Profile. • All SLCs are now required to organize field trip requests, work-based learning, and recruitment efforts around student outcomes and give priority funding to those that best align. • SLC Program Facilitator led Teachers' Council in activity to blend student outcomes into content area lesson plans. • Curriculum Leaders have developed a performance mapping integrated curriculum approach anchored in student outcomes [piloted with 5 SLCs, 2 grade-levels each]. Now going to scale with all 9th/10th grades. • Student Outcomes have become the way we actualize the Linked Learning Certification Criteria, as evidenced in our 5 pathways that underwent certification 2010-2011. 		<p>7. Highlights of Our Work</p> <ul style="list-style-type: none"> • Successful and scaled roll-out of student outcome charts system wide has created a common language around what makes each pathway unique. • Student Outcome Charts have become an orientation tool for new teachers to an SLC. • Over 30 9th and 10th grade teacher teams have successfully scheduled or completed the Performance Mapping PD. • All 9th and 10th grade teachers have been trained in the new course outlines that integrate the 5 POWER STANDARDS. • Partnered with ConnectEd to train all Linked Learning districts.