Linked Learning: Learning, Teaching and Leading Framework

Behaviors of Learning and Teaching Alignment
Workshop Objectives

- Become familiar with the
  - Linked Learning Framework
  - District Graduate Profile
  - Behaviors of Learning and Teaching
- Analyze the Behaviors of Learning and Teaching
- Determine how professional development supports teachers in shifting their practices to the sustaining column in the BLT continuum.
Linked Learning Framework

- Communities of Practice (CoP)
- Behaviors of Learning and Teaching (BLT)
- Leadership Practices (LP)
Graduates will develop and manage a personal education and career plan, and demonstrate application of academic and technical competencies to a chosen career field.

Graduates will demonstrate leadership qualities through the ability to effectively communicate, collaborate, innovate, and think creatively.

Graduates will understand the nature of problems, create innovative solutions, and make informed decisions by using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

**LBUSD College and Career Graduate Profile**

**Effective Communicator and Collaborator**

All students will attain proficiency in the core content areas and graduate from high school prepared for post-secondary and career options. Students will grow into life long and self-directed learners and will become proficient in new areas through research and inquiry. Above and beyond academic proficiency and meeting graduation requirements students will become:

**Critical and Innovative Problem Solver**

**Ethical Decision Maker**

Graduates will display personal and professional integrity by demonstrating leadership, effective decision-making, and ethical personal and professional management skills.

**Adaptable and Productive Citizen**

Graduates will act as a productive citizen by demonstrating responsibility and flexibility in fulfilling personal, professional, and community expectations.
Behaviors of Learning and Teaching (BLT)

Linked Learning is...

COLLABORATIVE

- Students can be seen...
  - Regularly working with industry and postsecondary partners as learning resources and project clients.
  - Engaging through a variety of collaborative teams and settings.
  - Practicing industry-specific norms and strategies to make their teamwork efficient and effective.
  - Using industry-specific technology and social media tools to foster collaboration.

STUDENT-DIRECTED

- Students can be seen...
  - Designing their interdisciplinary learning experiences.
  - Organizing, revising, and self-monitoring a learning plan.
  - Learning through an inquiry-based approach where their questions, choices, insights, and solutions lead the way.
  - Selecting from a variety of resources across disciplines to support learning and inquiry.
  - Pursuing mastery through feedback, revision, and defense of work.

OUTCOME-FOCUSED

- Students can be seen...
  - Creating, using, and revising plans for project work and for their college and career goals.
  - Seeking, offering, and using feedback on their project and personal plans.
  - Explaining how their daily work helps them master project, course, and pathway outcomes.
  - Reflecting daily on their choices, insights, and growth.
  - Completing complex tasks and persevering when facing learning challenges.

RELEVANT

- Students can be seen...
  - Working on problems of genuine personal interest.
  - Engaging in complex projects authentic to the industry sector and of consequence to external clients.
  - Producing work that reflects standards of the workplace.
  - Using state-of-the-art tools and industry-specific technology.
  - Participating in a developmental sequence of work-based learning experiences.

RIGOROUS & INTEGRATED

- Students can be seen...
  - Engaging in deep critical thinking using challenging material and industry-specific problem-solving tools.
  - Designing and publicly defending high-quality project solutions.
  - Articulating how they are mastering the Common Core State Standards.
  - Pointing out connections across subjects in theme-based interdisciplinary projects.
Collaborative Learning

Reflect on Your Practice

- What has effective collaboration looked like in my own life and work?
- Looking back over the past two weeks of activities in one of my classes, what percentage of student class time was spent on independent work versus collaborating with fellow students? Do my students need more frequent opportunities to work with others?
- How do I typically structure and facilitate group work in my classroom? What has been successful? What has not? How do I ensure that collaborative teams reflect student diversity in terms of gender, background, and achievement levels?
- What two or three new skills would most help my students work effectively with others?

Starting Points With Students

- Before you begin the next group activity with your students, spend a few minutes explicitly discussing working agreements (“norms”) for collaboration. Write them down, review them each time the group meets, and ask students to reflect on how well they followed the norms when the group finishes their work.
- Invite an employer partner to come to your class to view students during a group activity and have the partner report what he or she saw and how it is similar to or different from collaboration at their workplace.
- The next time you have students create a document in a group setting ask them to use a web-based online sharing platform.
- Ask students to reflect on their classroom and personal experiences working independently and in groups to identify the pros and cons of each. Use their observations to develop norms for working together.

Starting Points With Colleagues

- Discuss collaboration with your teacher colleagues. Use the ConnectEd “Communities of Practice Continuum” to guide your conversation.
- Work with colleagues to identify promising practices for group work and try to develop a team, department, or schoolwide rubric for effective student collaboration.
- Have a conversation with someone who works in your pathway industry. Ask that person about his or her collaboration with colleagues. What are expectations for collaboration on the job? How is collaboration structured? What roles are used? What are the implications for the classroom?
- Build collaboration skills by regularly including collaborative activities in pathway and department meetings.

Working With Standards

Common Core State Standards
Collaborative discussions are an essential part of the ELA Speaking and Listening standards. Specifically, students should be able to, initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Collaborative discourse is also an essential component of the Math Practice, construct viable arguments and critique the reasoning of others. Specifically, students justify their conclusions, communicate them to others, and respond to the arguments of others.

Career and Technical Education Standards
Collaboration features prominently in many state career and technical education (CTE) frameworks and applies across all industry sectors. See your state CTE website for more specifics on your industry sector.

Resources

- ConnectEd “Communities of Practice Continuum”
- Best Online Collaboration Tools 2012 (www.mindmeister.com/12213323/best-online-collaboration-tools-2012-robin)-good-s-collaborative-map
- Additional resources online at www.ConnectEdStudios.org

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### Behaviors of Learning and Teaching Continuum

**Linked Learning is...**

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<td>a) Working with an industry or community partner on a major pathway project and beginning to use some industry terms as they collaborate.</td>
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<td>b) Working closely with classroom peers on a few occasions each semester, usually in a group of the same size and structure.</td>
<td>b) Experiencing a few different collaborative scenarios (pairs, small groups) in classrooms where collaboration is used at least weekly.</td>
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<td>c) Attempting to follow specific group roles and processes outlined by the teacher for a collaborative assignment, but not necessarily understanding how these strategies are aligned with the work of industry-specific collaborative teams or to the work of students in college settings.</td>
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**Moving Practice from 1 to 2**

- Teachers can be seen...
  - Connecting students to industry partners during pathway project work.
  - Using collaboration regularly, varying the type and size of groups, and making the classroom a safe and equitable place to work together.
  - Demonstrating how specific collaboration strategies work and how they function in the professional world and in college.
  - Providing students with the technology tools and techniques necessary to collaborate with each other and with partners.

**Moving Practice from 2 to 3**

- Teachers can be seen...
  - Making student-partner collaboration a fixture of classroom practice.
  - Modeling and sharing their pathway team and industry partner collaboration strategies and experiences with students as an example of professional collaboration.
  - Using feedback and evaluation tools (like rubrics) that explicitly call out industry-specific collaboration strategies and qualities.
  - Converting all classroom communication and collaboration processes to reflect the technological tools used in the pathway’s industry.

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**Foundational Steps for Teachers**

- Treating all students with genuine respect and care.
- Involving students in the creation of classroom behavioral norms that contribute to a safe and respectful learning environment.
- Ensuring that classroom structures, assignments, and behavioral norms promote collaboration—not competition—between students in the pathway.
- Modeling collaboration skills in their interactions with students.

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PD and BLT Alignment Activity
Part 1: Reading

1. Select a high school professional development that is being offered or will be offered

2. Read the BLT Continuum document

- Purpose for Reading:
  - How does my professional development support teachers in shifting their practice to the `sustaining ` level?
  - Which behaviors are addressed?
LINKED LEARNING: Getting Started With...

Collaborative Learning

Reflect on Your Practice

- What has effective collaboration looked like in my own life and work?
- Looking back over the past two weeks of activities in one of my courses, what percentage of student class time was spent on independent work versus collaborating with fellow students? Do my students have more frequent opportunities to work with others?
- How do I typically structure and facilitate group work in my classroom? Has it been successful? What has not? How do I ensure that collaboration reflects student diversity in terms of gender, background, and academic levels?
- What two or three new skills would most help my students to collaborate effectively with others?

Starting Points With Students

- Before you begin the next group activity with your students, spend a few minutes explicitly discussing working agreements ("norms") for collaboration. Write them down, review them each time the group meets, and ask students to reflect on how well they followed the norms when the group finishes their work.
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PD and BLT Alignment Activity
Part 2: Create Poster

1. Name of Professional Development and Short Description

2. Behaviors addressed and supported during Professional Development

- Provide textual evidence of alignment
Discussion

- Brainstorm ideas on how to make alignment to the BLT Continuum overt in High School professional development offerings
Closure

Group Activity: Alphabet Brainstorm