WBL and CTE

Steve Rothenberg, CTE Director
Concord (NH) Regional Technical Center

COLLEGE AND CAREER READINESS FORMULA

CCR = Proficiency at Competencies + Display of Work-Study Practices (WSP)

AUTHENTIC OPPORTUNITIES TO DEMONSTRATE PROFICIENCY

(with Competency and WSP targets)

CTE   ELO's   CAREER DRIVEN-CLASSES   APPRENTICESHIPS

LEARNING ACTIVITY: WORK-BASED LEARNING
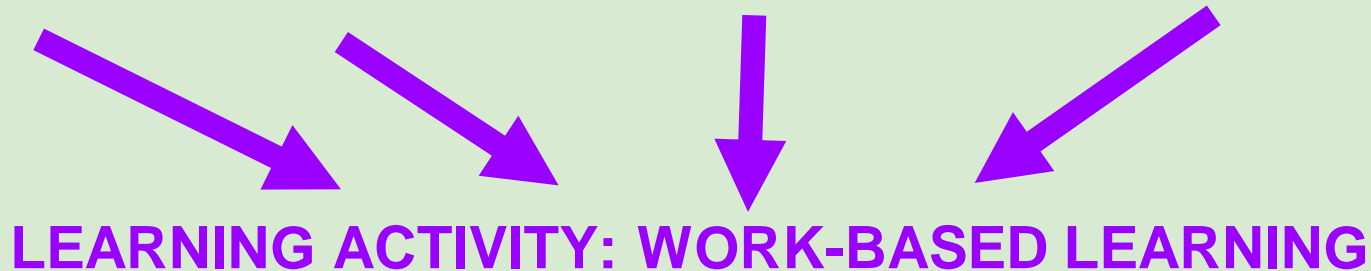
COMPETENCIES and WORK STUDY PRACTICES

Competencies encompass the most enduring learning goals that educators should be consciously teaching and scaffolding so that students graduate equipped with the knowledge and skills they will need to succeed in every area of adult life. Competencies are assessed using a body of evidence over time, and attainment and proficiency are reported on report cards and transcripts. - Sanborn (NH) School District

Teaching and Human Services

Demonstrate the ability to make educationally sound decisions based on research and appropriate content knowledge.

ELA: 2, 3, 4, 5, 6, 7, 8, 9
M:

3. Working with Student Learners

Demonstrate the ability to facilitate learning utilizing wide range of methods, appropriate to meet the needs of diverse learner populations.

ELA: 2, 3, 4, 5, 6, 7, 8, 9
M:

Construction Trades

6. Demonstrate understanding of basic masonry, including foundation layout techniques: setting forms, placing reinforcements, and placing concrete according to construction drawings, specifications, and building codes.
ELA:
M:

7. Demonstrate understanding of the necessary employability and career readiness skills in order to achieve success in today's workplace.
AAI:1-9
CRP: 1-13
http://www.education.nh.gov/career/career/documents/aai_crp_emp.pdf

Writing	**Anchor Standards for Writing/Literacy** • Text Types and Purposes • Production and Distribution • Research to Build and Present Knowledge **Anchor Standards for Language** • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use **Anchor Standards for Speaking & Listening** • Presentation of Knowledge and Ideas	3. _Writing Arguments Competency:_ _Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience._
		4. _Explanatory Writing Competency:_ _Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences._
		5. _Narrative Writing Competency:_ _Students will demonstrate the ability to effectively apply narrative strategies for variety of purposes and audiences._

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PROGRAM- StageCraft   Competency: **Understand the processes, techniques and skills of lighting design, sound, <u>COSTUMING</u>, set design, construction, and properties and the implementation to support a variety of performances.**

Code: **500502**   **Performance Indicator: COSTUMING**

	4 Exceptional	3 Accomplished	2 Developing	1 Beginner
Description	Demonstrates in-depth inferences and applications. Approach is similar to that of an industry professional.	Understands and can demonstrate what was taught from basic to complex aspects.	Understands and can demonstrate basic aspects.	Understands and can demonstrate *partial* understanding of basic aspects.
THEORY- Learning takes place in the <u>classroom</u>	I understand: ❑ Costume malfunctions ❑ Costume designs to match the scope and artistry of a performance. ❑ Strategies to construct, borrow, rent, and purchase costumes using industry practices. ❑ Budgets and adjustment needed for costs-related for a reasonable-sized production.	I understand: ❑ Costumes from various historical periods. ❑ The needs and specifications of a costume piece based on the script ❑ Costume budgets	I understand: ❑ The parameters of costuming. (Stitches, Measurements, Sewing machines) ❑ The principles of palette and pattern selection. ❑ The proper organization and storage of costumes and costume pieces. ❑ The cost of costumes and materials.	I understand: ❑ **Costuming Equipment:** Iron, ironing board, steamer, safety pins, bobby pins, needle & thread. ❑ **Sewing Techniques** slip stitch, blind stitch, hemming stitch, locked hemming stitch, invisible stitch, herringbone stitch, back stitch, running stitch. ❑ **Measurement Techniques** chest/bust, waist, hip, outseam, inseam, neck, sleeve, hat, shoulder to shoulder, nape to waist, nape to floor. ❑ **Sewing Machine Parts** Spool, pin, bobbin, bobbin case, bobbin cover, bobbin tension, bobbin winder, button shank plate, foot pedal, handwheel, stitch width dial.

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				handwheel, stitch width dial.
PRACTICE- Transfer of learning takes place in the <u>lab and field</u>	**I can-** ❏ Create a costume from a pattern or from scratch. ❏ Supervise a costume crew. ❏ Collaborate with scenic and lighting designers to create and design full costumes for a production. ❏ Receive Technical feedback from directors and other collaborator	**I can-** ❏ Create a Costume Plot ❏ Operate a sewing machine. ❏ Participate (successfully) on a costume crew ❏ Altering a current costume to fit new specifications ❏ Acquire costumes and materials for use in show	**I can-** ❏ Repair a torn article of clothing. ❏ Sketch a costume design for a character. ❏ Research Costumes	**I can-** ❏ Hand sew Basic Stitches. ❏ Take actor measurements for costumes. ❏ Iron and steam costumes ❏ Safely store costumes and costume pieces.

COLLABORATION
the act of expanding on both team and individual work to produce and create the best possible outcome.

- I go "all out" and fully commit to my team, producing the highest quality output on time.
- I skillfully advocate and compromise, and help others to do the same, to create successful team strategies.
- I strive to bring out the best in all team members.

- I justify my own ideas, and consider the ideas of others in an open and unbiased manner.
- I actively speak, listen and contribute to all team processes including decision making and task completion.
- I fully participate and encourage others.
- I am receptive and positive towards any person I work with, and any role I take on.

- I support the group including the work and efforts of others.
- I respectfully consider other people's ideas and opinions and am willing to compromise.
- I complete my fair share of the team's work in a timely manner.

- I show basic respect for members of my team.
- I put forth my best possible effort for the group.
- I strive to understand exactly what is expected of me, and if needed accept support to help me to do so.

ng problems
n a logical manner,
critical thinking.

- I recognize when a problem exists and try to break it down.
- I brainstorm possible solutions.
- I work to solve problems, and if needed accept support to help me to do so.

COMMUNICATION
the act of sharing and processing ideas through a variety of methods, including reading, writing, listening, speaking, drawing and body language.

- I comfortably and effectively communicate complex, industry-based, technical ideas and processes using a variety of methods.
- I skillfully engage and connect with others using my own effective communication style.

- I adjust the timing and tone of my communication to meet the needs of my audience.
- I select effective communication methods based on the situation.
- I communicate industry-based technical ideas and processes.

- I utilize numerous communication methods effectively and appropriately.
- I choose words, volume, tone and body language in an appropriate and professional manner.
- I use program-specific technical vocabulary.

- I express a basic understanding of the information I take in.
- I share necessary information via various communication methods.

ng behavior
eve goals and values.

- I manage my emotions in different situations.
- I follow program rules and expectations, including proper attire and language.
- I am on time and where I am supposed to be.
- I demonstrate respect and care when interacting with customers, clients and guests.

throughout all my efforts.
- I engage in self-reflection to adjust and adapt strategies.
- I manage my time and resources to create exceptional quality work.
- I demonstrate an incredible work ethic.

- I provide constructive feedback to others.
- I do extra practice and seek quality feedback to strive for excellence.
- I have a vision for my future and am working to achieve it.

and professional manner.
- I begin my work without being prompted.
- I use feedback from others to improve my work.
- I put in extra time and effort to improve.

Full version

MEASURING SUCCESS

EXPANDING Score 4.0 Constructs knowledge/(far) transfer, extends thinking	In addition to Score 3.0, in-depth insights, solutions, and/ applications **go beyond what was explicitly taught.** **The student:** Constructs knowledge and extends thinking Do tasks offer opportunities for extended thinking (e.g., drawing upon cross-curricular knowledge; expanding personal or world perspectives; using elaborated communication)?	
	? **3.5**	**In addition to score 3.0 performance,** exhibits some in-depth insig or applications **with partial success** = attempts to go beyond what was taught; extends thinking, but was not completely successful
PROFICIENT Score 3.0 Tasks require (near) transfer & integration of skills and knowledge	**The student:** • Uses … • Analyzes … • Supports conclusion about … • Makes deep connections … • **The student exhibits <u>no major misconceptions, no key factual inaccuracies, nor relevant omissions.</u>**	

missions regarding <u>the basic</u>
esses, as the student:

concepts:

key <u>misconceptions</u>,
regarding the integration of more complex ideas and
processes.

DOK: DEPTH OF KNOWLEDGE
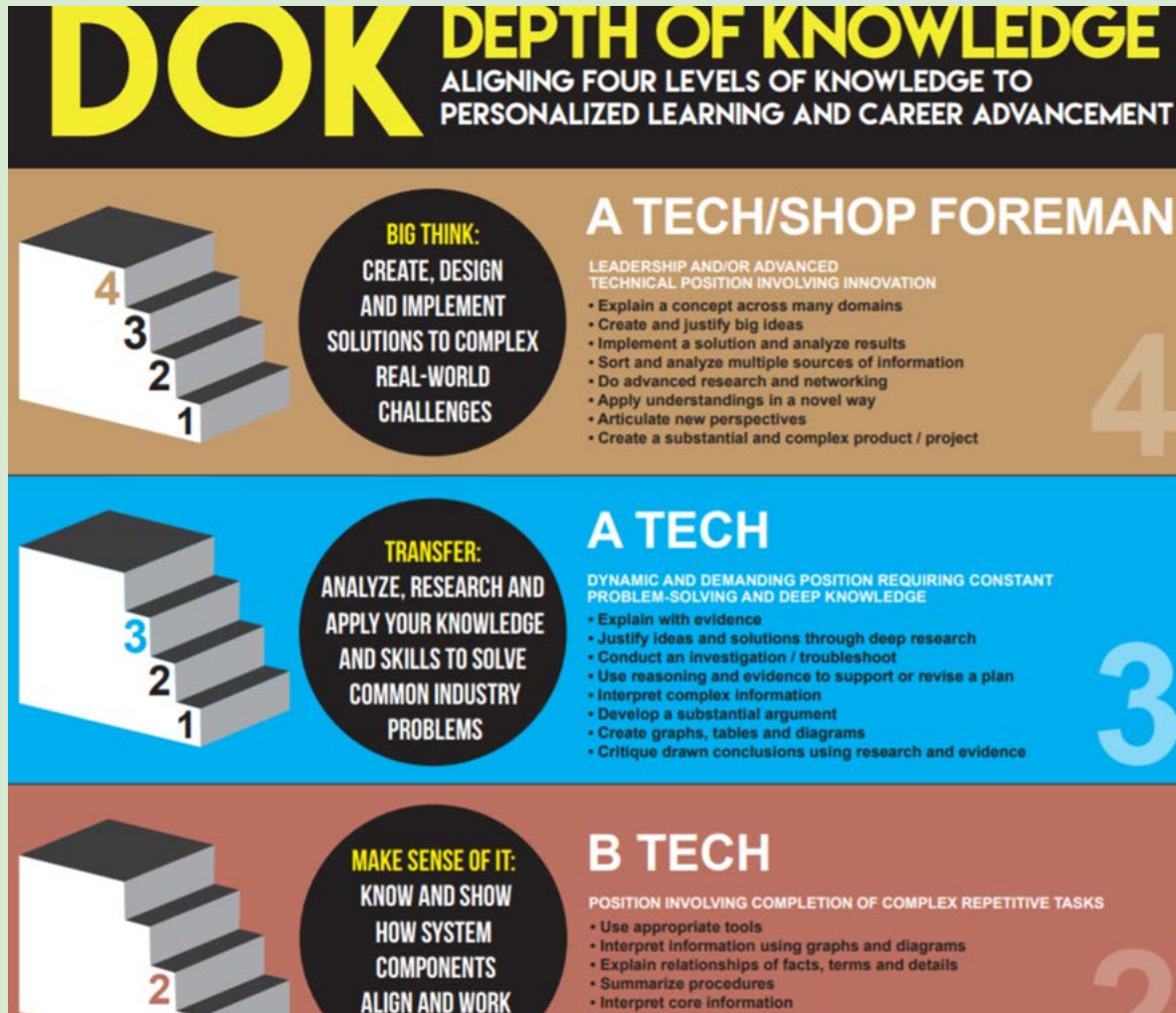
WORK BASED LEARNING = ACTIVITY

EMBEDDED IN:

- CTE
- EXTENDED LEARNING OPPORTUNITIES (ELOs)
- APPRENTICESHIP
- CAREER-DRIVEN COURSES

High Quality ELO Framework

Six Critical Components

ESSENTIAL QUESTIONS FOCUS THE ELO AND DRIVE THE LEARNING

The Essential Question should:

- Motivate and shift students toward ownership of learning.
- Be approachable from many different entry points.
- Be thoughtful, provoking, and philosophical, and not have a simple (or "Google-able") answer.
- Provide a baseline for the student to refine his or her own answer throughout the ELO experience.

Essential Question

ELO PARTNERS OFFER A RICH SOURCE OF KNOWLEDGE AND EXPERIENCE

The ELO Partners involved should:

- Know their roles and responsibilities.
- Have input in all aspects of the ELO experience.
- Include the following individuals:
  - Student(s)
  - ELO Coordinator(s)
  - Mentor Teacher(s)
  - Community Partner(s)
  - Parent/Guardian(s)

Partners

THE ASSESSMENT PLAN IS BASED ON COMMON COMPONENTS.
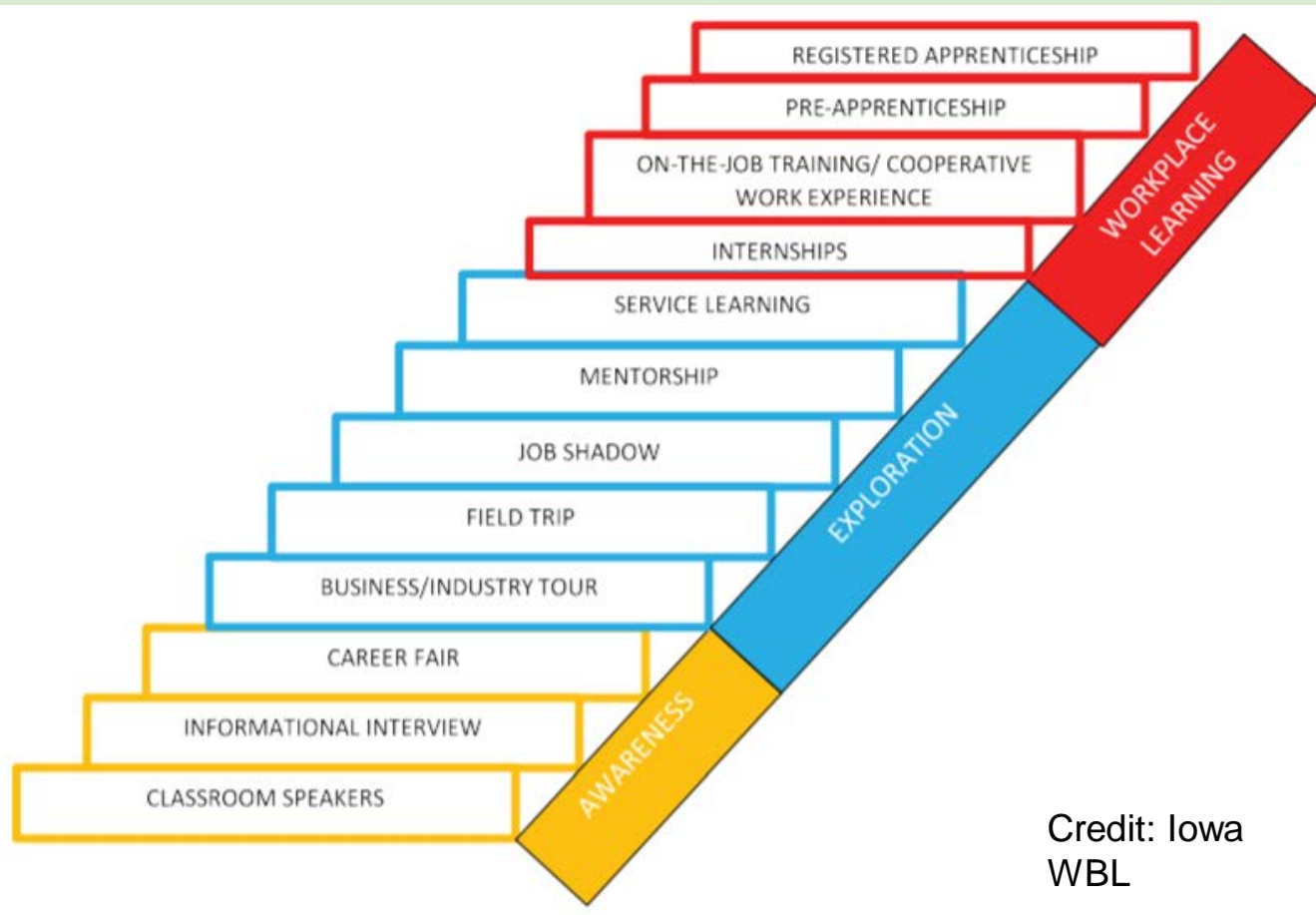
The ELO Assessment Plan should:

- Be based on common components through which students are assessed on the knowledge and skills demonstrated through the ELO:
  - Reflection
  - Research
  - Product
  - Presentation

Assessment Plan

ELO: [Click here to see full brochure](#)

Credit:
NGA WBL

Credit: Iowa WBL

DEFINING SIGNIFICANT-LEVEL WORK-BASED LEARNING EXPERIENCES 2019 04

NGA Work-Based Learning NH Working Group / Established by Governor Sununu

Abstract:

WBL has existed in NH for centuries as a highly effective learning method to prepare a skilled workforce. Quantifying it has recently taken on increased interest as we adopt a more inclusive and robust vision of *college and career readiness* in order to promote sustained economic growth and competitiveness (65x25, ESSA). As demonstrated in the chart from Iowa below, a major variable for different WBL experiences is intensity and duration. This memo is targeted on establishing the criteria aligned to *significant-level* WBL experiences so they are better recognized, easily differentiated (from *exposure* activities), and ultimately more available.

WBL Definition:

Work-based learning is an educational strategy that offers students an opportunity to reinforce and deepen their classroom learning, explore future career fields and demonstrate their skills in an authentic setting.

WBL Continuum Visual:

REGISTERED APPRENTICESHIP

PRE-APPRENTICESHIP

ON-THE-JOB TRAINING/ COOPERATIVE WORK EXPERIENCE

INTERNSHIPS

SERVICE LEARNING

WORKPLACE LEARNING

draft document

Checklist of Elements to Quantify Significant-Level WBL Experience:

Workforce Partnership -- involves a workforce partner(s) who:

____ Hosts work-based learning experiences, with personnel to support students, at their site. *WBL experiences are based on authentic work experiences outside of school.*

____ Adheres to basic safety and learning standards, including site approval by the Department of Labor. *Sites require careful review.*

____ Provides abbreviated feedback to the student on his/her level of demonstrated workforce readiness while participating in the experience. *Ideally this is timed to be impactful including mid-stream.*

Objectives for Learning -- involves specific learning targets that are:

____ Structured around one or more established competencies and/or New Hampshire Work-Study Practices (WSP). *Clear and measurable learning targets are a vital component of a depthful WBL experience.*

____ Embedded in an ELO, CTE program, career-focused class, a class or similar experience. *These are the most common vehicles for WBL activities which alone, are not a learning outcome.*

draft
document

Implementation of the Experience -- requires the student:

____ Engaging in workplace readiness training before starting the experience. *Students, especially those starting out for the first time, need to be prepared to acclimate.*

____ Completing scheduled and regular on-site field experiences. *A set number of hours is not defined for WBL but a significant experience does require considerable time and effort invested.*

____ Contributing as part of a collaborative team - along with the school and industry partner(s) - to refine and continuously improve the experience for all involved. *Upkeep is vital.*

Demonstration of Learning, involves the student:

____ Keeping some form of log related to targeted competencies and/or WSPs during the experience. *Students are expected to quantify that learning is taking place throughout the experience.*

____ Doing some form of cumulative presentation and/or report on targeted competencies and/or WSPs at completion. *Students are asked to reflect on, and quantify their personal growth against learning goals.*

____ Engaging in some form of defined meta-reflection (self-awareness) of personal growth during, as well as at the culmination, of the experience. *Navigating this experience could have impacted planning and/or overall readiness for college and career.*

____ Earning recognition (from a transcript entry with credit(s) awarded to industry recognized certificate) to signify successful completion. *Ideally this is a statewide normalized model so success can be universally understood by both the education and industry communities.*

Sample feedback

draft document

NGA
Economic Opportunity

INCLUSIVE STATEWIDE STUDENT RECOGNITION AROUND CAREER PATHWAYS - NEVER DONE BEFORE - ALL NEW!!

- **NH SCHOLARS CAREER PATHWAY STRAND (NEW)**
- DRIVE to 65
- ESSA COLLEGE and CAREER READINESS (CCR)

Need to normalize!?

Successfully complete one of the following:
- 2-year NH CTE program
- Significant career-driven Extended Learning Opportunity (ELO)
- High school formal (published) multi-tiered career pathway.
- CCSNH Industry Certificate sequence (directly through CCSNH, Early College).

Successfully engaged in a significant-level work-based learning (WBL) experience

Successfully earned one of the following:
- 3 or more college credits (related to student's career pathway)
- Significant postsecondary hours (related to student's career pathway)
- Industry recognized certificate valued by employers.

(+ENG, MATH, SS, LAB SCIENCE....)

Rich Paiva, Director of Technical Studies, Milford High School

Up until this summer, Rich was the Career Focus Internship Coordinator for Milford High School. When he started the program, there were only a handful of sporadic extended learning opportunity placements. Now there are more

Kerrie Alley Violette, ELO Teacher, Sanborn Regional High School

Kerrie has grown the extended learning opportunities program at Sanborn Regional High School from 20 students to almost 80 last year while also implementing a career speakers program. The students, after attending the talks, are required to produce a reflection paper about what they heard. She has also developed a two-week "career pathways" boot camp that students take before beginning their internships. The program has assisted both students with disabilities as well as students attending highly selective programs. The creation of this program has led to Kerrie being asked to attend local and regional events to help other schools develop similar programs.

Recognizing WBL leaders CTE and more full program

Tidbits:

- Career Counselors (8) ELO Coordinators (40) and WBL Coordinators (tiny handful). Most in this arena are primarily teachers.
- Significant shift for industry to employee workforce development liaisons over past three years to help WBL.
- Robust industry associations like NHADA auto dealers assoc.
- Embedded WBL in CTE experiences - LNA, EMT
- Career Academies, Hybrid Senior (my center: "CRTC+") Year consisting of "Early College" at CCSNH and "Significant-Level WBL" experiences.
- [Data collection from DOE](#) framed around ELO's.