

Work-Based Learning System Continuum

September 2021
Updated



Work-Based Learning Continuum

What is the Work-Based Learning System Continuum?

The purpose of the continuum is to describe the developmental stages that pathway teachers and district leadership may go through as they deepen the work-based learning component of pathway implementation. This is helpful not only to pathway teachers but to the district college and career readiness leadership teams charged with supporting pathway teams undertaking of these efforts. The continuum describes both the proposed outcomes at the pathway level and the proposed supports provided by district and community partners. This document is designed to work in conjunction with the Pathway, District, and Community Frameworks.

Who should use this resource?

The continuum is designed to be used by pathway leads, district work-based learning coordinators, and district leaders invested in building a system-wide support structure for high-quality work-based learning.

How will we use the Work-Based Learning System Continuum?

The continuum is designed as a developmental tool. Starting with emerging and moving through transforming; each column builds toward the next, and should be used to identify key priority areas of action necessary to improve practice and scale. The continuum focuses first on the student experience and utilizes the domains outlined as criteria for offering high-quality work-based learning experiences outlined in the Work-Based Learning Definitions, Outcomes, and Criteria guide developed in 2012 by field experts. This section includes the work pathway teachers undertake to provide students with meaningful high-quality experiences. The second section of this self-assessment is the work the district engages in to support the pathway teachers and ultimately the students. If needed, ConnectED provides professional development to help communities and districts implement the practices outlined in this document.

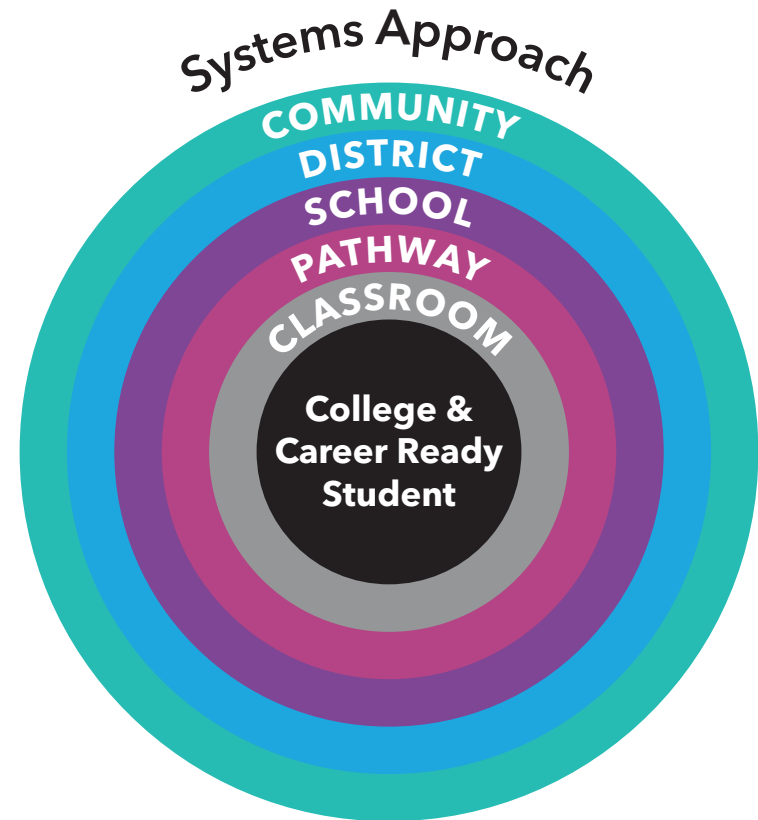
System-Wide Support

Linked Learning is an approach to college and career readiness education that transforms the traditional high school experience by bringing together rigorous academics, a demanding technical education, and real-world experience to help ALL students gain an advantage in high school, post-secondary education, and careers.

ConnectED helps communities develop college and career readiness pathways by recognizing the interdependence inherent in districts and aligning and supporting all levels of the system, from the student and classroom, to the pathway and school, to the district and community.

ConnectED and partner organizations have created a set of tools and resources for each level of the system to help school districts and communities plan, implement, and sustain high-quality pathways. This includes a digital platform, ConnectED Studios, at www.ConnectedStudios.org

This is a resource for work-based learning support at all levels of the system.



Overview

Work-based learning (WBL) is a core component of the Linked Learning approach and is defined as an instructional strategy where students are interacting with industry/community partners in addition to their teachers by participating in authentic real-world activities. These learning experiences are intentionally designed to help students extend and deepen classroom work and increase progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone. The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time.

Work-based learning has many benefits for students including application of their academic and career technical coursework; building a network of industry and community people; as well as reinforcing and applying a set of student learning outcomes best taught in a workplace, such as communication, collaboration, critical thinking and problem solving, creativity and innovation, self-management, and workplace context and culture.

Pathway Teams examine the student learning experience to inform the refinement of program of study course offerings, sequences, and structures. The Behaviors of Learning and Teaching Continuum and the College and Career Readiness Classroom Framework are additional resources for teachers interested in enhancing their WBL practices.

The work-based learning system puts in place automatic processes, policies, and tools to help routinize the management and support of this work; allowing educators to focus their time and attention on the tremendous learning potential this approach has to offer.

Districts implementing work-based learning regularly review both the student experience and the district support of these efforts. Leaders may find it beneficial to look at several pathways in a district through the student perspective lens to get an overall sense of the student experience across the district or in particular industry sectors. If district leaders identify a pattern of student experiences that require further development, this is an indication that additional systems design work is needed at both the Pathway and District levels. Examining district support practices with the student experience patterns in mind can help clarify which corresponding aspects of the district system can be improved. Regularly reviewing the district support system helps it to remain responsive, coordinated, and impactful.

The district may operate independent of any regional infrastructure or may be a part of a broad-based coalition of college and career readiness support in the community. If a district is operating within a broader coalition, a community-level leadership team may want to examine the student experience across multiple districts to understand the regional impact of efforts. The Community Framework covers the work at the community or regional level and should be reviewed in conjunction with this resource to further the scaling of high-quality work-based learning.

Continuum Sections Summary

Section 1: Student Experience

Pathway and district leadership teams focus on understanding the student work-based learning (WBL) experience to inform their practice. Pathway and district teams work to:

- Identify the depth of work-based learning integration in courses;
- Determine extent to which a continuum of WBL is built into the program of study;
- Determine the extent to which students are able to interact with industry partners;
- Identify work-based learning experiences that are outcome-focused and relevant; and
- Review provisions for student assessment and reflection.

Section 2: Work-based Learning System Design and Revision Cycle

STEP 1: Create Systemic Conditions for Scaled High Quality Work-based Learning

District college and career readiness leadership teams work to:

- Create a shared vision around the purpose and benefits of work-based learning;
- Provide leadership commitment with defined roles and responsibilities;
- Align work-based learning experiences with clearly articulated student learning outcomes;
- Provide structures to engage advisory councils; and
- Support the authoring of clearly defined indicators of success and take shared accountability for outcomes.

STEP 2: Develop Operational Supports

District college and career readiness leadership teams work to:

- Provide a technology infrastructure for a district-wide database;
- Create work-based learning management forms and tools along with legal and liability compliance processes;
- Developing processes for monitoring and evaluating student experiences for system-wide continuous improvement; and
- Support resource development and pathway and community partner celebration and recognition.

STEP 3: Support Pathway Teams in Schools

District college and career readiness leadership teams work to:

- Provide qualified work-based learning staff with designated roles and responsibilities;
- Provide training for work-based learning staff and coordinators;
- Develop processes for embedding work-based learning in project design and delivery; and
- Support student assessment to determine growth in student learning outcomes.

STEP 4: Support Industry and Community Partners

District college and career readiness leadership teams work to:

- Provide orientation and training for industry partners;
- Develop tools to support internship placement and employer matching;
- Provide a communication system; and
- Adopt a work-based learning continuum outlining the sequence of activities and curriculum focus.

Work-Based Learning

AWARENESS

Learning **ABOUT** work. Build awareness of the variety of careers available and the role of post-secondary education; broaden student options.

Sample Student Learning Outcome:

Student can articulate the types of post-secondary education and training required in the career field and its importance to success in that field.

Experience defined by:

- One-time interaction with partner(s), often for a group of students
- Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations

Experiences might include:

- Workplace tour
- Guest speaker
- Career fair
- Visit parents at work

EXPLORATION

Learning **ABOUT** work. Explore career options for the purpose of motivating students and to inform their decision making in high school and post-secondary education.

Sample Student Learning Outcome:

Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.

Experience defined by:

- One-time interaction with partner(s) for a single student or small group
- Personalized to connect to emerging student interests
- Student takes an active role in selecting and shaping the experience
- Depth in particular career fields
- Builds skills necessary for in-depth work-based learning

Experiences might include:

- Informational interview
- Job shadow
- Virtual exchange with a partner

PREPARATION

Learning **THROUGH** work. Apply learning through practical experience that develops knowledge and skills necessary for success in careers.

Sample Student Learning Outcome:

Student builds effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort.

Experience differentiated by:

- Direct interaction with partners over time
- Application of skills transferable to a variety of careers
- Activities have consequences and value beyond success in the classroom
- Learning for student and benefit to partner are equally valued

Experiences might include:

- Integrated project with multiple interactions with professionals
- Student-run enterprise with partner involvement
- Virtual enterprise or extended online partner interactions
- Projects with partners through industry student organizations
- Service learning with partners
- Compensated internship connected to curriculum

PARTICIPATION

Learning **FOR** work. Train for employment and post-secondary education in a specific range of occupations.

Sample Student Learning Outcome:

Student demonstrates knowledge and skills specific to employment in a range of occupations in a career field.

Experience differentiated by:

- Interaction with partners over extended period of time
- Benefit to the partner is primary and learning for student is secondary
- Develop mastery of occupation specific skills
- Complete certifications or other requirements of a specific range of occupations

Experiences might include:

- Internship required for credential or entry to occupation
- Apprenticeship
- Clinical experience
- On-the-job training
- Work experience

Section 1: Student Experience

Pathway and district leadership teams focus on understanding the student work-based learning (WBL) experience to inform their practice. Pathway and district teams work to:

- Identify the depth of work-based learning integration in courses;
- Determine extent to which a continuum of WBL is built into the program of study (see College and Career Readiness Classroom Framework);
- Determine the extent to which students are able to interact with industry partners;
- Identify work-based learning experiences that are outcome-focused and relevant; and
- Review provisions for student assessment and reflection.

	1 Emerging	2 Developing	3 Advancing	4 Transforming
Purpose	Students seek their own WBL experiences that may or may not be provided by the school or pathway.	Students participate in a pathway and are provided with WBL experiences that may be random or disconnected across various classes.	Some pathway students participate in a sequence of WBL experiences.	All pathway students participate in a continuum of WBL as an integrated part of their preparation for college and career.
Outcome-focused	WBL focuses on career awareness and exposure. Soft skills are referenced and may or may not be assessed.	Technical and soft skills related to a specific career/industry are assessed.	Students are involved in WBL experiences that are aligned to industry standards and student learning outcomes.	Students are assessed against an identified set of student learning outcomes connected to the graduate profile and-specific professional and industry standards.
Relevant	WBL experiences are provided but not related to the pathway and may or may not be connected directly to the student's interest.	The student experiences are related to the pathway but are not always aligned to the student's specific interest.	The student experiences are related to the pathway and to the student interest but are not aligned to individual student needs.	The experiences provided are relevant to the student's career interests, individual learning needs, and the pathway theme.
Integrated	WBL experiences are not connected to any pathway learning outcomes or course curriculum.	Student experiences are related to the Career Technical Education (CTE) curriculum and supervised by the technical teacher.	Student experiences are related to the CTE curriculum and some academic courses.	WBL is integrated into the student's academic and technical curriculum and is a planned part of the Program of Study for the pathway.

	1 Emerging	2 Developing	3 Advancing	4 Transforming
Varied	Student WBL experience is singular and repetitive and not necessarily reflective of the role, responsibility, or tasks of an employee in the pathway industry.	Student WBL experience is specific and repetitive but is similar to an industry employee's work.	Students experience a variety of industry-related tasks in a limited setting with little contextualization of the work in the broader scheme of the industry.	WBL experiences involve a variety of tasks, opportunities to work with multiple adults, and opportunities to work in individual and group settings – without compromising the depth of the experience.
Preparation	WBL experiences are random and only at the awareness level. They are limited to guest speakers, career fairs, and company tours.	Experiences are planned but unrelated to one another.	Students experience a continuum of sequenced WBL experiences that are designed to prepare them for success in an internship.	WBL is prefaced by preparation of the student in class through developmentally appropriate experiences with the academic, technical, and applied workplace skills needed to ultimately succeed in an internship.
Interaction	WBL experiences are limited to short-term opportunities where interactions are not in-depth.	Experiences are longer term but limited in their interaction with an industry partner.	Provides opportunities for the student to interact directly with professionals from industry and the community in two-way interactions and over a short period of time.	Provides opportunities for the student to interact directly with professionals from industry and the community in two-way interactions and over an extended period of time.
Reflection	Student self-reflection is not required.	WBL experiences require limited or one-time reflection that is not related to student learning outcomes.	Reflection is required throughout the WBL experience and at the end but is not focused on student learning outcomes.	WBL engages the student in reflection and analysis throughout the experience and after it concludes to link the experience back to the student learning outcomes and forward to career and post-secondary options.
Assessment	Employers assess student work, but assessments are not collected.	Students are assessed but not on items related to the student learning outcomes aligned with the district graduate profile.	Students are assessed against the student learning outcomes aligned with the graduate profile but not by the industry partner.	Students are assessed against a set of student learning outcomes, college and career readiness standards, and context-specific professional standards. Students are asked to demonstrate what was learned from the experience by documenting learning during the experience and presenting at the end to teachers and those with whom they have worked.

Teacher Behaviors Needed to Move Student Experiences Toward Sustaining

- Plan experiences and map them out on a continuum.
- Directly align the experiences with specific student learning outcomes.
- Intentionally plan work-based learning activities to raise the rigor of student work.
- Use the reflection and assessment feedback to plan additional experiences.
- Review the assessments and reflections to insure students have attained the student learning outcomes.
- Work in grade-level pathway teams to map and plan experiences.

Essential Question

Given the previous description of student experiences and teacher behaviors, what can district and site leaders do to build teacher capacity and support teacher efforts to provide high-quality work-based learning experiences?

Section 2: Work-based Learning System Design and Revision Cycle

A district system for work-based learning (WBL) must be in place to support pathways and teachers. District leaders focus on understanding and enriching the system informed by findings from an analysis of student experiences across the district. District leaders engage in a regular review of support services to assess the presence and function of required support system elements.

The district system elements are organized into four categories:

- Create Systemic Conditions for Scaled High Quality WBL (What)
- Develop Operational Supports (How)
- Support Pathway Teams in Schools (For Whom)
- Support Industry and Community Partners (With Whom)



Systemic Conditions for Scaled High Quality Work-Based Learning

District college and career readiness leadership teams work to:

- Create a shared vision around the purpose and benefits of work-based learning;
- Provide leadership commitment with defined roles and responsibilities;
- Align work-based learning experiences with clearly articulated student learning outcomes;
- Provide structures to engage advisory councils; and
- Support the authoring of clearly defined indicators of success and take shared accountability for outcomes.

1 Emerging	2 Developing	3 Transforming
Shared Vision		
<ul style="list-style-type: none"> ■ The district has WBL opportunities for students, but they are not connected to pathways. 	<ul style="list-style-type: none"> ■ Pathways are developing WBL opportunities. ■ The district values WBL and is leading efforts aligned with and supportive of pathway WBL. 	<ul style="list-style-type: none"> ■ The district states that WBL is a key element of the reform effort and is working with the community to support scaling through the development of a broad-based coalition. WBL is seen as necessary for meeting student learning outcomes. ■ District leadership is committed to implementing WBL as part of their vision for transforming the high school experience for students.
Leadership		
<ul style="list-style-type: none"> ■ WBL experiences are provided by designated teachers. 	<ul style="list-style-type: none"> ■ WBL is coordinated at the pathway level. ■ The district is providing WBL coordinators. 	<ul style="list-style-type: none"> ■ District has assigned leadership for building the support systems and managing coordinators. ■ The leadership team coordinates with a broad-based coalition of key stakeholders. ■ School sites/pathways have a designated person to lead the efforts. ■ Principals endorse and support of WBL as one of the instructional strategies teachers use.
Aligned Experiences		
<ul style="list-style-type: none"> ■ WBL experiences are provided that relate only to career specific learning outcomes. 	<ul style="list-style-type: none"> ■ Multiple pathways across the district have work-based learning experiences aligned with pathway learning outcomes and the district graduate profile. ■ The WBL experiences are intentionally designed to reinforce student progress toward attaining pathway student learning outcomes and the district graduate profile. 	<ul style="list-style-type: none"> ■ All pathways have clearly stated and broadly endorsed student learning outcomes that are aligned with the district graduate profile and benchmarked by grade level. The benchmarked learning outcomes are used to specifically guide the development of WBL experiences for students. ■ WBL is sequenced and integrated into the program of study in the majority of pathways. ■ The WBL experiences are refined and improved to support all students making progress toward pathway student learning outcomes, inclusive of academic, technical, and employability skills.

1 Emerging

2 Developing

3 Transforming

Structures

<ul style="list-style-type: none">■ WBL at the school sites is supported solely by pathway teachers.	<ul style="list-style-type: none">■ The school sites are independently coordinating efforts with industry partners.■ The district has established industry sector advisory councils to support the pathways.	<ul style="list-style-type: none">■ The district is an active member of a system of support in the community, such as a formalized broad-based community coalition that includes work-force agencies, chambers of commerce, city and county offices, and post-secondary and intermediary organizations.■ A designated lead agency, broad-based coalition, regional industry advisories, and pathway advisory councils (see the Community and District Framework) guide and support the work.
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Defined Indicators

<ul style="list-style-type: none">■ Students are measured against individual training plans developed by the WBL teacher. The assessment data remains at the pathway level.	<ul style="list-style-type: none">■ The district collects limited WBL data largely focused on enrollment from individual teachers.	<ul style="list-style-type: none">■ Pathway data from formative and summative assessments that determine the degree to which students are meeting outcomes are assessed by employers and collected by the district.■ Procedures along with measurements/metrics are in place to evaluate WBL against student outcomes.■ District data collection systems and processes are in place to measure outcomes, report data, and ensure equity of experiences.
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Shared Accountability

<ul style="list-style-type: none">■ Individual teachers are held accountable for providing WBL experiences for students and collecting data.	<ul style="list-style-type: none">■ Pathways are held accountable for providing WBL experiences for students and collecting data on student enrollment and success specifically.	<ul style="list-style-type: none">■ The district holds itself accountable for collaborating with pathways to provide WBL experiences for students. The district works collaboratively with a broad-based coalition to collect pathway-level and student-level data on WBL progress.■ There is a district data collection system and process in place to report data, measure outcomes, ensure equity of experiences, and inform practice at the district, site, and pathway levels.
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Operational Supports

District college and career readiness leadership teams work to:

- Provide a technology infrastructure for a district-wide database;
- Create work-based learning management forms and tools **along with** legal and liability compliance processes;
- Develop processes for monitoring and evaluating student experiences for system-wide continuous improvement; and
- Support resource development and pathway and community partner celebration and recognition.

1 Emerging	2 Developing	3 Transforming
Technology Infrastructure		
<ul style="list-style-type: none"> ■ Individual teachers manage their own experiences. 	<ul style="list-style-type: none"> ■ The district maintains a database of WBL providers and tracks WBL experiences. ■ District WBL coordinators work together and share contacts through the district database. 	<ul style="list-style-type: none"> ■ The district participates in a broad-based coalition of support in the region and utilizes a technology infrastructure that can manage business partners and track their level/type of engagement.
Management Tools		
<ul style="list-style-type: none"> ■ Teachers individually create WBL management forms, such as permission slips, overview handouts, etc. 	<ul style="list-style-type: none"> ■ The school site provides WBL forms and collects training agreements for compliance. 	<ul style="list-style-type: none"> ■ The district WBL coordinators have a system and process in place to make sure every pathway and school site is provided with necessary forms, handbooks, insurance certificates, and WBL provider information. Guidelines are established and given to assigned staff at each site. The district collects training agreements for compliance.
Policy		
<ul style="list-style-type: none"> ■ Teachers are compliant with WBL requirements and provisions in state policy. 	<ul style="list-style-type: none"> ■ The district supports the development of WBL experiences that meet state requirements and collects and reports on the WBL data requested by the state to remain compliant. 	<ul style="list-style-type: none"> ■ Policies and procedures that ensure adequate coverage for liability and other legal issues are in place. The district collects data to ensure pathways are compliant with state requirements and district policy. ■ The district identifies and creates policies and procedures for developing and scaling WBL in alignment with state and federal requirements.
Engagement		
<ul style="list-style-type: none"> ■ Individual teachers recruit employers for their students and have their own industry partners for their courses. 	<ul style="list-style-type: none"> ■ Pathways develop and rely on their industry sector advisory boards for WBL opportunities for their students. 	<ul style="list-style-type: none"> ■ Pathway industry sector advisory boards are coordinated at the district level; processes and procedures for marketing are established with coordinators doing the outreach. ■ The district partners with the regional broad-based coalition to provide additional support, recruitment, and coordination at the regional level.

1 Emerging

2 Developing

3 Transforming

Monitoring & Evaluating

<ul style="list-style-type: none">Individual teachers work with employers to monitor and assess student WBL experiences using individually designed training plans.	<ul style="list-style-type: none">Pathway teachers collaboratively develop shared assessments and training plans to monitor and evaluate WBL experiences and then collaboratively collect related student data.	<ul style="list-style-type: none">The district WBL coordinators develop formative and summative assessments in collaboration with pathways to coherently determine the degree to which students are meeting outcomes as assessed by employers across the district.Procedures are in place to evaluate WBL against student outcomes.Data collection systems and processes are in place to report data, measure outcomes, and ensure equity of experiences.There are clear processes for monitoring and evaluating student WBL experiences.
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Continuous Improvement

<ul style="list-style-type: none">Individual teachers receive feedback from employers and work to refine practice and improve student readiness.	<ul style="list-style-type: none">Pathway teachers collectively receive and review feedback from employers and work together to improve learning experiences for students.	<ul style="list-style-type: none">Evaluations from employers are reviewed and tied to ongoing continuous improvement processes at the district and regional level.
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Resource Development

<ul style="list-style-type: none">Teachers are provided time for development and supervision of WBL experiences. Teachers independently identify resources to support their individual WBL work.	<ul style="list-style-type: none">District WBL coordinators are provided funded time to support the development and supervision of WBL experiences. The district identifies resources to support WBL.	<ul style="list-style-type: none">Mapping, coordination, and collection of resources to support WBL happens at the regional level. Community partners are deployed and charged with sustaining efforts financially and supporting the development and supervision of WBL experiences in collaboration with the district and pathway industry sector groups.
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Celebration & Recognition

<ul style="list-style-type: none">Individual teachers acknowledge industry partners' efforts.	<ul style="list-style-type: none">Pathways recognize their partners.Celebratory activities for employers are scheduled at least annually at the district level.The school and district recognize business/community involvement through regular communication channels (e.g., district website, newsletters, email blasts, superintendent communication).	<ul style="list-style-type: none">The broad-based coalition at the regional level coordinates celebrations and recognition.
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Supporting Pathway Teams in Schools

District college and career readiness leadership teams work to:

- Provide qualified work-based learning staff with designated roles and responsibilities;
- Provide training for work-based learning staff and coordinators;
- Develop processes for embedding work-based learning in project design and delivery; and
- Support student assessment to determine growth in student learning outcomes.

1 Emerging	2 Developing	3 Transforming
Roles & Responsibilities		
<ul style="list-style-type: none"> ■ Each teacher is assigned WBL responsibilities and provided supervision time for WBL. 	<ul style="list-style-type: none"> ■ Pathway teams designate specific teachers to coordinate and supervise WBL across the pathway. 	<ul style="list-style-type: none"> ■ The district provides WBL coordinators to help pathway teacher teams coordinate and supervise WBL. ■ The board-based community coalition ensures the district has ample and qualified staff with clearly defined staff roles and responsibilities.
Educator Training		
<ul style="list-style-type: none"> ■ Very few teachers supervise students in WBL, and they independently seek out and receive training on the required paperwork and record keeping protocols. 	<ul style="list-style-type: none"> ■ Multiple teachers supervise students in WBL and are trained by a fellow team member at the pathway level. 	<ul style="list-style-type: none"> ■ District WBL coordinators create and provide training to pathways placing students in WBL. Standardized training processes and procedures are provided across the district to ensure consistency and quality of WBL placements, monitoring, and assessment. ■ Professional development is provided on a regular basis to update existing and new teachers on WBL support and management practices. ■ Educators are provided externships to increase their knowledge of industry practices. ■ WBL coordinators are provided ongoing professional development opportunities.
Project Design		
<ul style="list-style-type: none"> ■ Teachers work individually to provide WBL experiences, including guest speakers and company tours, as it relates to their curriculum. 	<ul style="list-style-type: none"> ■ Pathway teams develop a continuum of experiences, including project-based learning, and work together to plan and implement projects and other WBL experiences. 	<ul style="list-style-type: none"> ■ The district-wide process for determining appropriate and preferred types of low- and high-intensity WBL experiences that are mapped to the industry sector involves industry partners and helps students progress toward the stated outcomes. ■ Processes are in place to help pathways embed these selected WBL experiences into project development plans in a consistent and coherent manner across the district that allows for individuality and flexibility.

1 Emerging

2 Developing

3 Transforming

Student Assessment

<ul style="list-style-type: none">■ Teachers supervising students in WBL partner with individual employers to assess student progress toward a set of stated objectives outlined in the training plan. Teachers meet with their students on a regular basis to reflect on progress.	<ul style="list-style-type: none">■ Pathway teams assess students on learning outcomes regularly. Teachers meet with students on a regular basis to reflect on progress.	<ul style="list-style-type: none">■ The district monitors and tracks student progress toward a set of agreed-upon student learning outcomes. WBL Coordinators meet with pathway teams on a regular basis to reflect on progress.■ District-wide formative and summative assessments are in place to determine the degree to which students are meeting outcomes as assessed by employers. Data is collected and reported with students and pathways getting recognition for accomplishing agreed upon student learning outcomes.
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Supporting Industry and Community Partners

District college and career readiness leadership teams work to:

- Provide orientation and training for industry partners;
- Develop tools to support internship placement and employer matching;
- Provide a communication system; and
- Adopt a work-based learning continuum outlining the sequence of activities and curriculum focus.

1 Emerging	2 Developing	3 Transforming
Community Training		
<ul style="list-style-type: none"> ■ Individual teachers train employers on how to support and create training agreements for each student. 	<ul style="list-style-type: none"> ■ Pathway teachers coordinate employer training through their advisory boards. 	<ul style="list-style-type: none"> ■ District WBL coordinators provide training for industry and community partners. ■ The broad-based coalition at the regional level has standardized, formalized recruiting and training for business and community partners and provides all related orientation and training.
Student Placement		
<ul style="list-style-type: none"> ■ Individual teachers have materials they use for setting up student placement in internships and provide one-on-one student orientations. ■ An informal process is used for matching students and employers. 	<ul style="list-style-type: none"> ■ Pathway teams coordinate to manage internship placement and processing of students as well as provide students with preparatory orientations. ■ A formal process is used for matching students and employers. ■ Team members use online tools/technology to facilitate student matching and placement with employers. 	<ul style="list-style-type: none"> ■ The broad-based coalition at the regional level in conjunction with district WBL coordinators supports internship placement and student orientation. ■ WBL student placement process can be differentiated for individual student and employer needs; and is revised and updated, as needed. ■ Online mechanisms and technology monitors the supply and demand of opportunities and matches students with employers; human interfacing helps to ensure the quality of placements and informs improvements in the WBL placement system; human interfacing supports matching and quality of WBL experience.
Communication System		
<ul style="list-style-type: none"> ■ Teacher maintains a one-on-one relationship with individual industry and community partners. 	<ul style="list-style-type: none"> ■ Pathway teams select a contact person who is responsible for communication with their industry and community partners. 	<ul style="list-style-type: none"> ■ District WBL coordinators work with pathway delegates to ensure clear lines of communication between pathway and industry partners. ■ The broad-based coalition works with district WBL coordinators to establish clear lines of communication between the district and outside intermediary organizations to facilitate problem-solving and adherence to protocols.

1 Emerging	2 Developing	3 Transforming
Student Assessment		
<ul style="list-style-type: none"> Teachers work with individual employers to assess student progress on stated objectives outlined in a training plan. 	<ul style="list-style-type: none"> Pathway teams work with industry/community partners to assess student progress on training agreement objectives. 	<ul style="list-style-type: none"> The broad-based coalition of regional partners in conjunction with the district WBL coordinators monitor and track student progress on industry learning outcomes provided by industry/community partners.
Continuum		
<ul style="list-style-type: none"> A simple sequence, such as career speaker, workplace visit, and job shadow, of WBL opportunities is developed with limited communication between educators and employers. Participation expectations for WBL opportunities are not defined for all students. 	<ul style="list-style-type: none"> Educators and employers work together to develop and adopt a WBL continuum focused on high school participation and extending from middle school through postsecondary. The WBL continuum outlines experiences by high school grade designations, with established goals of participation frequencies and percentages for all students. The WBL continuum articulates learning expectations prior to and beyond high school and supports equitable student access to high-quality WBL experiences across the entire continuum. 	<ul style="list-style-type: none"> An infrastructure is in place to ensure continuous and sustained collaboration between secondary educators, postsecondary educators, and employers to improve the WBL continuum. The implemented continuum of WBL experiences provides equitable access for all students in the region and culminates in a paid, for-credit, or similarly intensive work-based learning experience.
Resources		
<ul style="list-style-type: none"> Material and curriculum resources for student, teacher, and employer use in WBL are cobbled together from available resources. Tools and resources may not 'fit' with the needs of a particular stakeholder group. 	<ul style="list-style-type: none"> Material and curriculum resources are reviewed and curated to develop a collection of targeted and vision-aligned supports for use in WBL. Efforts are made to customize and/or standardize tools and resources for regular use. 	<ul style="list-style-type: none"> WBL materials and curriculum resources are readily and easily available to all stakeholders through an electronic or digital platform. Material and curriculum resources are customized, internally coherent, and reflect the unique needs of the stakeholder groups. Data is collected about the use and efficacy of WBL tools and resources to support their refinement and revision.

Glossary

Community of Practice	A designated time for people with similar work to come together, share their learning, and problem-solve their challenges collectively. The Community of Practice sessions can take place at the pathway level during common planning or at any other level of the system including at the cross-district or community level.
Integrated Curriculum	A series of conscious and informed strategies used to connect the content of one or more academic and CTE courses so that what is learned in one discipline is combined with and reinforced in the other discipline over an extended period of time.
Integrated Multidisciplinary Project	A high-quality integrated project brings together multiple academic and technical disciplines to create deep and meaningful learning experiences for students. Integrated projects reflect differentiated, collaborative, and individualized curriculum, and in a Linked Learning context ask students to demonstrate the skills, knowledge, and behaviors authentic to an industry sector. When working on integrated, multidisciplinary projects, students are charged with finding viable solutions to real problems, or with achieving specific individual or group outcomes, through horizontally-aligned units of instruction. These instructional units often lead students through multiple steps, assignments, and subject-specific performance tasks, and ultimately culminate in a student product or performance.
Internal Coherence	A school's (or district's) capacity to engage in deliberate improvements in instructional practice and student learning across classrooms over time, as evidenced by educator practices and organizational processes that connect and align work across the organization (SERP, 2014).
Learning Outcome	The academic knowledge, behaviors, and skills that students are expected to learn and demonstrate. Learning outcomes can be created for a specific lesson, task, or project; for a course; or for a student's career in a pathway or school.
Pathway Team	Teachers and affiliated support staff with students in common who regularly meet to plan and implement curriculum, instruction, and assessment as well as the pathway events and other activities.
Performance Assessment	A form of assessment that requires students to perform a task rather than select an answer from a ready-made list. This activity requires students to construct a response, create a product, provide a service, or perform a demonstration. The more it reflects a situation or process used by adults in the world beyond the classroom, the more authentic it is.

Postsecondary Alignment	Aligning a high school pathway's learning outcomes, curriculum, benchmarks, and indicators of progress with that of a similar pathway at the 2–4 year college level. This work can also be supported by offering courses that are either (1) Dual enrollment: simultaneous enrollment in a college course offered off-campus. (2) Articulated enrollment: enrollment in a high school course on campus taught by a high school teacher that has credits which have been approved at the high school and college level. There is a formal articulation agreement in place between the high school and the college. These course offerings can increase the college-going and college graduation rate for students.
Program of Study	A 3–4 year, full day, schedule of courses that specify a pathway's educational offering. The program includes the career technical education (CTE) sequence of courses or technical core, the core academic courses needed for graduation, a continuum of work-based learning opportunities by grade-level, and may share integrated projects listed by grade level. The Program of Study may also include postsecondary preparation experiences as well as articulated courses. The Program of Study is designed to help students attain agreed upon learning outcomes in a structure that provides long-term relationships leading to attuned personalization, depth of knowledge, and college and career readiness goal achievement.
Site Leadership Team	Designated teachers, school site leaders, counselors, other staff, and partners who regularly meet and have responsibility for the overall management and improvement of pathways.
Student Cohorts	Designated students in a pathway who travel from class to class together. "Pure" cohorts are those that are able to maintain the students throughout the same pathway in the program of study.
Student Internship	Students engage in work-based learning applying the industry skills they have acquired at an actual workplace setting in a manner which benefits both the company and the student.
Teacher Externship	A learning opportunity for teachers working in pathways that allows them to visit industry partners work sites and validate the pathway student learning outcomes, learn about the work environment, observe daily tasks, and bring back work examples and project ideas. This helps teachers to create authentic learning experiences for students.
Work-Based Learning	An instructional strategy that allows students to interact with industry professionals, other than their teacher and provides hands-on, real-world, practical application of their learning experiences. Designed correctly, work-based learning can help students achieve the pathway student learning outcomes and industry certifications.

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