

ELEMENTS OF WORK BASED LEARNING PROGRAM DESIGN

EXPANDED SCHOOLS supports schools and community partners to increase access to enriched education experiences. We use time, resources, and human capital to give students more opportunities to get and stay on track academically and socially and help them graduate from high school, college, and career-ready. The Elements of Program Design were developed using experiences and expertise of students, in-school and out-of-school work-based learning program educators, and intermediary organizations.

RELATIONSHIP BUILDING

- Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success.
- Learning experiences are designed to reflect students' interests and structured to engage their prior knowledge and skills.
- Actively engage and appropriately support each student's individual differences and needs.

STUDENT-DRIVEN PROJECT-BASED LEARNING

- A high-quality project requires students to think critically about a complex problem, question, or issue with multiple answers, and develop meaningful products aligned to their current interests and post-secondary interests.
- Students should be able to make choices about their work.
- Design projects that center around collaborative practices. When students truly collaborate, they are contributing individual voices, talents, and skills to a shared piece of work.

SOCIAL AND EMOTIONAL LEARNING

- Incorporate instructional activities that acknowledge students' lived experiences as the foundation for the development of their identity, purpose, intellect, and character.
- Create consistent practices that enable students to:
 - manage stress, motivate oneself, and plan and work toward achieving personal and academic goals.
 - gain perspective and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms.

CULTURALLY RESPONSIVE

- Develop learning experiences using racially, culturally, and linguistically diverse perspectives, tools, and resources.
- Incorporate opportunities that enable students to critically examine topics of power, privilege, access, and inequity that empower students to respond to current events and become agents of change.
- Building sustaining instruction that centers around the identities of all students, encouraging cultural pluralism rather than asking students to minimize their identities in order to be successful.

CONNECTION TO CAREER

- Design career lens-ed curriculum that consciously links the intersections of the program subject matter to career exploration, planning, and preparation.
- Incorporate instructional activities that empower students to explore their interests enabling them to make informed decisions and build skills to be successful in a career pathway.
- Incorporate videos, narratives, their own pathways, and panel discussions to provide a glimpse of careers from professionals sharing their experiences. While consciously inviting professionals who represent a diverse range of identities and experiences.

REFLECTION

- Reflective practices help to create learning environments in which the students and teachers are co-creators in curriculum design, leading to an inclusive classroom culture in which all voices are valued.
- By reflecting on what students have accomplished, they retain project content and skills longer, develop a greater sense of control over their own education, and build confidence in and knowledge about themselves.



Program design should encompass the following areas: student engagement, student-driven project-based learning, social and emotional learning, culturally responsive practices, connections to career, and reflection. Please reflect on how your program encompasses the following:

<p>RELATIONSHIP BUILDING How are each student's voice valued and viewed as the foundation for their academic and personal success? How are learning experiences structured to provide flexible, student-centered opportunities?</p>	
<p>STUDENT-DRIVEN PROJECT-BASED LEARNING How will learning experiences give each student the opportunity to engage in ways that are challenging, authentic, and relevant? Describe any capstone project that students will complete.</p>	
<p>SOCIAL AND EMOTIONAL LEARNING How are each student's learning experience structured to understand and manage emotions, set and achieve positive goals, and build relationships?</p>	
<p>CULTURALLY RESPONSIVE How are learning experiences structured to affirm racial, linguistic, and cultural identities; elevate underserved voices; and empower students as agents of social change?</p>	
<p>CONNECTION TO CAREER How are students learning skills and competencies that will prepare them for post-secondary experiences? Describe opportunities that students will have to connect with industry professionals.</p>	
<p>REFLECTION How are students able to reflect on their learning experience? How are reflective practices incorporated into each class?</p>	