

Activity as you get settled

- Imagine your supervisor assigned you a project that's new to you. Broadly, how do you go about getting it done? Jot down a few of the steps you'd take and be prepared to share.
- The picture: my cats Freya (black) and Calcifer (orange striped) for your enjoyment.



Notes slide:

- (this is my placeholder for what you say!)

My point:

- We all do projects that are new to us as professionals, and the steps are broadly similar: research on our own, make a plan, consult with people who know more than us, seek feedback, revise both the plan and the work itself in an ongoing way... and ideally, reflect at the end.

Independent Study

Using a catch-all class to support students and provide a route to mastery credits

What's in this presentation

- Some context about our structure at LWTech High School Programs
- Brief history and connections to HS+
- How project/competency-based learning and credits work
 - * I'm deeply indebted to Jenna Pollock, Camille Pomeroy, Don Mee Choi, and my other colleagues at RTC for seeding this methodology back in the day, and my current colleagues for facilitating it!
- Curriculum, resource, and policy sharing time

Who's in the room?

- Admin
- Instructor
- Other





What are you
here for?

What would you like to get out
of this session?



Why have you NOT started project-based or mastery-based learning programs?

- Notes placeholder

Structure at LWTech

- What's unique:
 - High school (LWTA) within a college (LWIT)
 - Most students here get their diplomas by completing an Associate's degree
 - Self-contained district; school policy = district policy, and it's a small team
- What's not unique:
 - Usual Open Doors requirements, like attendance and IAPs

Independent Study functions



Fall-back for students who run into trouble mid-term



Last option for students who don't know what to do next



Check-in class for students who ask for support



Support class for students on academic probation

So for these
students...



Fall-back for students who run
into trouble mid-term



Last option for students who
don't know what to do next

Competency credit

- Laws about competency credits:
 - WAC 180-51-050 [credits definitions through different institutions]
 - WAC 180-51-051 [procedure for mastery-based credit]
 - WAC 392-410-340 [broad permission for all manner of alternative credits]
 - WAC 392-410-350 [seal of biliteracy specific, including ASL, tribal languages]
- The main idea: if a student can do the final for a class AND/OR what the class is meant to prepare a student to do, they're competent
 - And the big caveat: if you can show on paper that this is so

Options

1. Traditional classes
 1. Through the college
 2. Internal curriculum
 3. High level coursework and retroactive credits
2. Nontraditional classes outside LWIT (or your institution)
3. Testing
 1. GED
 2. CLEP
 3. SAT/ACT /IB/AP
 4. SBAC
 5. Global Seal of Biliteracy
4. Competency (Mastery)-based credits
 1. Student-centered Projects
 2. Work, volunteer and otherwise
 3. Life Experience

Project-based Learning

Why it's RAD

- Student choice, student leadership
- Real-world applications?
- Real-world project management skills
- All of that means student empowerment
- Flexibility

How it's DIFFICULT

- Student choice, student leadership
- Real-world applications?
- Student entrenchment rather than exploration?
- Some subject matter unavailable depending on who's teaching (ie CTE credits)

This is an Equity Issue.

For students who are poorly served by existing school structures, this kind of flexibility matters.

Project Process

Meet 1-1 – brainstorming process

Proposal from student

Negotiation and documentation

Soft skills – project management

Check-ins

Drafts and feedback process

Document final product

Quick Case Study

- Kim: 20 year old Open Doors student who had a hard time with college-level English
- About to age out; just wants a professional certificate
- Needed only part of an English credit to complete diploma

	A	B	C	D	E	F	G
1	Name:	Kimberly		Grad Year	2020	Math Placement	98
2						English Placement	93
3	<u>English</u>	4.0			<u>Health/PE</u>		2.0
4	Course	Earned			Type	Course	Earned
5	English 9	0.500			Health (.5)	Health	0.500
6	English 10	0.500			Fitness (.5)	Lifetime Fitness	0.500
7	English 9	0.500			Fitness (.5)	Fitness	0.500
8	English 10	0.500			Fitness (.5)	Yoga	0.500
9	English 11	0.500				Remaining:	0.000
10	ENGL093	1.000					
11						<u>Visual/Performing Arts</u>	1.0
12						Course	Earned
13	Remaining:	0.500				Art 1	0.500
14						Course/Notes	0.500

Our conversation

- It became clear that she "REALLY DIDN'T WANT TO WRITE A PAPER"... until I asked "what are you watching or listening to lately and really enjoying?"
- She says, "this rad podcast about female serial killers."
- Me: "tell me more."
- 10 minutes later, she has a broad outline of what she wants to write about, and 5 minutes after that, better understands how I'm asking her to research outside of the podcast, vet her sources, and discuss multiple perspectives

Conclusion

One week later, I have a 7 page (!!!) draft with a thorough Works Cited page, and a week after that, a paper that could earn a passing grade in English 101.

My point: many students KNOW what they need to do and only struggle with doing it in artificial or contrived class contexts, or in thorny life situations.

Canvas course content shareout

- A caveat: this is ALWAYS a work in progress, and it's not going to Save You All The Work, but I really hope it gets you started.
- QR Code, or search commons for Sean Marushia



Takeaways

- Students (particularly young people) are often more competent than we (and our systems!) give them credit for
 - Giving students space to follow their interests (real world or passion projects) can give them space to prove it
- You now have some content and structure (?) to start with!
- Having a catch-all, rolling enrollment course is helpful to maintain engagement for students having difficulties
- Further questions? Need materials shipped to you?
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