

Linked Learning Glossary

While the terms in this Glossary could have different or additional meanings in other contexts, these definitions are intended to clarify each term’s particular use in the Criteria for Linked Learning Pathway Quality Review and Continuous Improvement.

<p>21st-Century Skills—The skills necessary for success in the 21st century are different from those needed previously. As our nation transitions from an “information age” to a “conceptual age,” students must have critical-thinking, problem-solving, communication, and teamwork skills and creativity and awareness of the global economy to compete in today’s work force.</p>	<p>Advisory Board—An advisory board is a group of volunteers primarily comprised of representatives from industry, postsecondary education, and where appropriate, parents, students, and other community representatives who meet regularly to provide advice and support to the pathway. The advisory board builds the foundation for lasting partnerships.</p>
<p>Articulation—Articulation is the practice of aligning curriculum from one educational segment to another to encourage students to make a seamless transition among courses, grades, and/or education institutions. Most commonly, high school courses articulate to community college courses that may allow high school students to earn college credit.</p>	<p>Capstone Technical Course—A capstone technical course is an 11th- or 12th-grade career and technical education (CTE) course(s) that allows students to “put it all together.” Capstone courses provide students with an opportunity to use their knowledge and skills by integrating the material learned in beginning and intermediate CTE courses. Coursework generally includes advanced, industry-based skills and knowledge, internships, building a portfolio, and problem-/project-based learning.</p>
<p>Career Technical Education (CTE) Course Sequence—A multi-year sequence of CTE courses emphasizing technical skills and work-based knowledge, while integrating the academic skills and knowledge necessary for the industry sector, to prepare students for the workplace and postsecondary education. The sequence typically includes beginning, intermediate, and capstone courses, as well as work- based learning (WBL) experiences.</p>	<p>Career Technical Education (CTE) Teachers—CTE credentialed teachers can teach career technical courses in one of the 15 California industry sectors for grades 12 and below. In order to be credentialed, teachers need to have proof of three years of industry experience (3,000 hours). The LAUSD CTE department provides information on CTE courses and credentialed teachers: (213) 241-7510.</p>
<p>Cohort Scheduling—In cohort scheduling, a group of students with a defined educational need or focus are scheduled together in some or all of their classes.</p>	<p>Curricular Integration—Curricular integration is an instructional methodology that breaks down traditional barriers between subjects to make learning more meaningful and engaging to students. Ideally, curricular integration includes a combination of various academic and CTE subjects and goes beyond textbook instruction by requiring students to use their skills and knowledge or acquire new learning in order to solve complex, real problems that are often industry-based.</p>
<p>Differentiated Instruction—Differentiated instruction is an instructional approach in which the teacher adapts the content, process, and product of lessons to match each student’s readiness, learning style, and interests. In differentiated instruction, the learning goals for all students are the same, but the required tasks, instructional approach, and materials used vary based on the needs of individual students.</p>	<p>Dual Enrollment—In dual enrollment, high school students enroll in college courses, which may be offered either on the high school or college campus, for which they may earn college credit.</p>

<p>Habits of Mind—The Habits of Mind are a collection of 16 attributes people display when they behave intelligently. They were developed by Arthur Costa and Bena Kallick to help people develop their critical- and creative-thinking skills to become continuous learners and prepare for school, work, and life in the 21st century.</p>	<p>Inquiry-Based Instruction—Inquiry-based instruction is a student-centered, active learning approach driven more by learners’ questions and critical-thinking and problem-solving skills than by teachers’ lessons. It is associated with the idea “Tell me and I forget, show me and I remember, involve me and I understand.”</p>
<p>Integrated Curriculum—Integrated curriculum is 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 disciplines over an extended period of time.</p>	<p>Mission—A mission is a formal short written statement of the purpose and goals of an organization. It should guide its actions and decision-making while providing a sense of direction. (See also “Vision” below.)</p>
<p>Multidisciplinary Projects—When working on multidisciplinary projects, students are charged with finding viable solutions to real problems, or with achieving specific individual or group outcomes, through units of instruction that are horizontally aligned in several disciplines.</p>	<p>Open Access—All students, without regard to their past educational success, special education designation, socio-economic status, English Language Learner designation, and race/ethnicity, etc., are provided equal access to educational opportunities including honors courses, Advanced Placement, and/or programs such as Small Learning Communities, academies, or pathways. Open access supports increased participation of students in high-quality, rigorous education by eliminating barriers and/or other restrictions.</p>
<p>Pathway—Pathways connect strong academics with CTE and real-world experiences in a wide range of career fields, using various program models, and prepare students for careers and postsecondary education.</p>	<p>Pathway Theme—Pathway themes are generally based on one or more of California’s 15 industry sectors. The theme is used to engage students and focus their learning on career and postsecondary goals.</p>
<p>Personalization—Personalization means that each student is known well by at least one adult in the pathway so that his or her learning needs are known and addressed. It also allows a student to choose a pathway theme and make curricular choices that match his or her career interests.</p>	<p>Professional Learning Community (PLC)—A professional learning community consists of a collegial group of educators who are united in their commitment to student learning, share a vision, work and learn collaboratively, visit and review each other’s classrooms and participate in decision making together. A PLC has several possible benefits: it can reduce the isolation of teachers, lead to better informed and committed teachers and result in academic gains for students. A professional learning community is seen as a powerful staff development approach and a strategy for school change and improvement.</p>
<p>Postsecondary articulation—See “Articulation” above.</p>	<p>Program of Study—A program of study is a prescribed curriculum sequence in which students are enrolled in a series of courses that ensures that they complete graduation requirements and an identified curriculum. Programs of study can be designed for three or four years.</p>

<p>Project-Based Approach/Teaching and Learning— Project- based learning is a systematic teaching methodology that engages students by focusing on a complex question or problem and having them investigate answers to that problem over an extended period of time, often resulting in presentations and products.</p>	<p>Regional Occupational Programs (ROP)— The LAUSD ROP program’s mission is to provide quality career technical education and training to a diverse population of high school youth. ROP training is available to 11th- and 12th graders through adult education classes and by a limited number of fully funded ROP teachers that are placed at high schools. For more info go to: http://www.ropcenter.org/</p>
<p>SCANS (Secretary’s Commission on Achieving Necessary Skills)—In 1990, the U.S. Secretary of Labor appointed a commission (the Secretary’s Commission on Achieving Necessary Skills) to examine the demands of the workplace and determine the specific skills young people need to succeed there. The commission completed its work in 1992 and issued a report titled What Work Requires of School: A SCANS Report for America 2000, now known as the “SCANS Report.”</p>	<p>Supplemental Instruction—Supplemental instruction provides an avenue for both students who are struggling and students who are excelling so that they can either catch up or expand their knowledge. Strategies may include modified curriculum such as shortened or lengthened assignments, targeted reading assignments, after-school instruction, tutoring, mentoring, reduced class size, extended school year, summer school, etc.</p>
<p>Support Services/Systems—Support services/systems include various strategies and programs intended to assist students in reaching learning and performance goals and outcomes. These services/systems might include tutoring, academic intervention classes, California High School Exit Exam (CAHSEE) support, supplemental instruction, counseling, advisory programs, Advancement Via Individual Determination (AVID), credit recovery programs, health services, etc.</p>	<p>Technical Content/Component—Technical content or a technical component delivers industry-based knowledge and skills through a sequence or cluster of three or more CTE courses connected to the pathway’s theme.</p>
<p>Vision—A vision describes how the future will look if an organization achieves its mission. A mission statement explains what the organization does, for whom, and the benefit(s). (See also “Mission” above.)</p>	<p>Work-Based Learning (WBL)—WBL is an educational approach that, by design, links learning in the workplace to learning in the classroom to engage students more fully and to intentionally promote their exposure and access to future educational and career opportunities. WBL includes all interactions with employers from career exploration discussions in the classroom to field trips, mentoring, job shadowing, internships, and actual work experiences.</p>