

ALLIANCE FOR EXCELLENT EDUCATION



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OUTLINE

- SDSU Linked Learning credential cohort
- School of Digital Media and Design (DMD)
- What do those differences mean for students and teachers?
- How is this expanded?

PRESERVICE TRAINING PREPARATION



SAN DIEGO STATE
UNIVERSITY

Linked Learning Cohort Overarching Understandings

Strong Teaching Practice:

Relevance, planning, assessment, and reflection

Designing with Academic and Industry Standards:

Content knowledge and transferable skills for
post-secondary success

PRESERVICE STRUCTURE

Student Teaching

- 2 semesters
- Full year of placement
- Linked Learning Environment

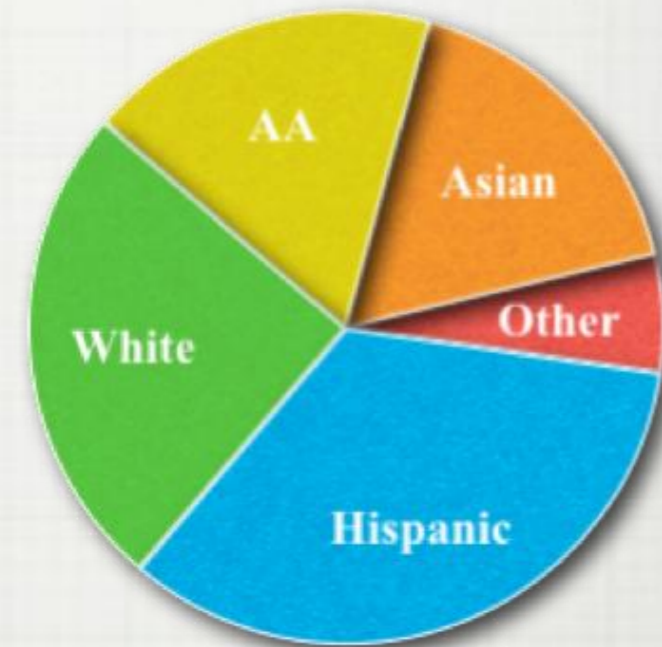
Instructional Practice

- Student-centered: Equity
- Collaborative: Interdisciplinary Units
- 6 A'S of Instructional Design
- Backwards Planning
- Methodologies



SCHOOL OF DIGITAL MEDIA AND DESIGN

- 485 students in DMD
- 69% free and reduced lunch
- 20% English Language Learners
- 14 languages spoken
- 85 % from neighborhood



38%	●	Hispanic
24%	●	White
20%	●	AA
17%	●	Asian
1%	●	Other



SUCCESSSES



- IIUSP (Program Improvement) 2 yrs bottom 20% in CA: Now Top 25%
- 126 point growth in Academic Performance Index in 4 years
- Met all Adequate Yearly Progress Subgroup Criteria for 5 years
- 95% student reported matriculation
- Title One Academic Achievement Award Winner 2008, 2009, and 2010
- 2009 California Distinguished School
- Nominated for 2010 US Dept. of ED Blue Ribbon School
- Connect ED demonstration site and Certified Linked Learning School
- Higher retention rates

HOW IS DMD DIFFERENT FROM A TRADITIONAL SCHOOL?

- Small-school (themed)
- Project-based and Inquiry-based curriculum (standards based)
- Clients
- Common philosophy about learning with belief in understanding and skill vs “content coverage”
- Common instructional expectations
- Data-driven decision making
- Academic electives



EDUCATIONAL EMPHASIS



- RIGOR:** Multiple benchmarks per content area and evaluations by industry professionals
- RELEVANCE:** Emphasis on learning that is relevant and applied in real-world projects
- RELATIONSHIPS:** High level of individualization (teachers and outside professionals)
- REWARDS:** High stake real-world rewards

SYSTEM SUPPORT

DMD ON-SITE

- Administrative support
- Scheduling teaching teams
- 30+ additional hours of professional development



COLLEGE CAREER TECHNICAL EDUCATION

- Project Based Learning Summer Institute 60 hours of plan time w/team
- 1 R.O.P. full time equivalent per 200 compared to 600



STRUCTURE

WHAT MAKES IT WORK



- Systemic support
- Grade-level teaching teams: common prep periods with weekly team meeting
- Vertical pathway alignment

TEACHING TEAMS

HOW WORKING IN A LINKED LEARNING SCHOOL AFFECTS TEACHERS

- Grade-level team: knowing every student
- Planning
- 90 min. meeting once a week
- Common expectations/grade level syllabus
- Grade-level interventions
- Highly visible practice



ENGAGED LEARNING

HOW WORKING IN A LINKED LEARNING SCHOOL AFFECTS STUDENTS

RELATIONSHIPS:

- No student is anonymous
- Develop relationships with industry professionals



INTERVENTIONS:

- Individual
- Class

PROJECTS WITH CLIENTS:

- Being part of something bigger



BEYOND DIGITAL MEDIA AND DESIGN

21ST CENTURY SKILLS

- Leadership opportunities
- Working in a team
- Delegation of tasks
- Meeting deadlines
- Managing semester long projects
- Working with professionals
- Communication skills



HOW IS THIS EXPANDED?

- Many Models: Structuring a common prep period
- Teacher Participation
- Strong CCTE Relationship
- Internship Placements (EOS funding)
- Industry Partnerships: Connect ED Studios
- High Quality Professional Development
- Funding (Industry 30%)
- See Models: Come Visit

