Real World Learning

Teacher Network & CCP Design
Workbook

TEACHER NETWORK

Contents

Introduction to RWL

Kansas City RWL Collaborative
Strategic Plan

Real World Learning—

Goal

We are working together to ensure that by 2030 all students in the Kansas City region graduate with one or more Market Value Assets.

75 High Schools
31+ School Districts
83,000 Students

Mission

Committed to intentionally disrupting and reinventing education in the Greater Kansas City Region, the mission of Real World Learning is to ensure students, empowered by their sense of purpose and their connection to community, graduate with durable skills attained through a transformational regional collaborative distinguished by

• Meaningful, authentic, customized experiences

• Commitment to equitable outcomes with a goal of inclusive prosperity.

• Deep connectivity among community partners

• Entrepreneurial and innovative mindset.

• Value added to business and community.

Guiding Principles

Partnership

We will commit to partnerships with business, industry and community leaders which are rich, mutually beneficial and ever-evolving.

Collaboration

We will operate as a regional collective, leveraging resources, engaging a shared regional language and adopting a belief in the life-changing value of Real World Learning experiences for all learners.

Agency

We will commit to creating a culture where adults adopt the role of facilitator creating opportunities for every student to acquire Essential Skills by engaging in self directed deep learning experiences.

Advocacy

We will work to align organizational systems and policy advocacy to ensure quality, equity and growth.

Objectives

All students will:

1. Acquire and apply the knowledge, skills, and dispositions necessary for life success.
2. Exercise ownership in their learning.
3. Develop life-changing and mutually beneficial connections with their community and individuals in it.

Strategy 1: Students

We will equip each student with the capacity to understand and communicate their unique skills, dispositions, purpose, and aspirations.

Action Plan 1
Ensure student voice in the development and implementation of RWL by creating a regional school advisory group with representation from each participating school district.

Action Plan 2
Outline and clarify in grade level scope and sequence format, interest, aptitude, career exploration and professional skills.

Action Plan 3
Provide students and districts with career literacy resources and opportunities.

Strategy 2: Capacity

We will ensure learning opportunities specific to each role within the network for RWL success and sustainability.

Action Plan 1
Imbed RWL into each district's strategic plan.

Action Plan 2
Imbed RWL in every classroom

Action Plan 3
Provide School and business access to a clear and concise framework on how to understand, interact, and implement RWL successfully.

Strategy 3: Communication

We will amplify regional understanding and support for RWL

Action Plan 1
Deploy a regional RWL communication strategy.

Action Plan 2
Activate Branding Strategies using our internal experts.

Action Plan 3
Enhance the information technology (IT) connection of schools, students, and employer opportunities for RWL.

Strategy 4: Partnerships

We will mobilize the region to build a dynamic ecosystem for RWL opportunities.

Action Plan 1
Prepare students for successful engagement with business partners.

Action Plan 2
Preparing business partners for successful engagement with students.

Action Plan 3
Address dimensions necessary for successful business to education partnerships.

What is a Market Value Asset?

A market value asset (MVA) is a cornerstone experience that prepares a student for future learning and employment. MVAs are authentic previews of the world of work or post secondary education. While the professional and academic worlds are ever changing, the outgrowths* students develop when they work on authentic projects with real employers and mentors are durable enough to benefit them throughout their lives.

What are the types of Market Value Assets?

The Kansas City Real World Learning network currently recognizes the following categories of Market Value Assets:

Work Experiences

INTERNSHIPS

Learners perform authentic job tasks at a worksite or approved location (including virtual) under the guidance of a qualified supervisor. These experiences typically include some of the following:

- Academic credit (high school or college),
- Compensation,
- 120 hours of engagement,
- Performance is evaluated by the work manager in addition to the educator.

CLIENT CONNECTED PROJECTS

Learners analyze and solve authentic problems, working in collaboration with other learners and professionals, impacting employer, civic, social, or faith-based organizations. These experiences typically include some of the following:

- Authentic methods and tools used by professionals in the work environment,
- Mentoring and evaluation by working professionals with multiple interactions,
- 24 hours of engagement, with project work throughout the school day(s) facilitated by the educator
- Output or product solves a problem or addresses an employer need that is viewed as valuable by the client(s).
- Performance is evaluated by the work manager in addition to the educator.

Entrepreneurial Experiences

Using input and support from multiple stakeholders, learners iteratively analyze, prototype, implement, reflect on, and adapt potential solutions to a problem. Outputs of entrepreneurial experiences typically include some of the following:

- Learners themselves identify, research, and develop a solution to solve a social or market problem.
- Market and stakeholder research summary,
- "Business plan" that includes an assessment of costs and benefits associated with the development and operation of their solution,
- Feedback from relevant external stakeholders obtained through exhibition or "shark-tank" type pitch opportunities.

Regionally Vetted IRCs
(Industry-Recognized Credentials)

These typically include: current lists published by state education departments (reviewed with employers and validated for applicability and relevance), and regionally customized and vetted credentials.

College Credit

Nine (9) or more hours of college-level credits, in which the student completes coursework progressing towards a college degree.

What changes when a student earns a Market Value Asset?

Ideally, a student who earns a Market Value Asset:

Benefits from social capital
A student feels confident contacting a "weak tie" – a person they have interacted with just enough to be recognized – for help or mentorship

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Revisits and tests interests
A student regularly asks, "Is this something I want to do in the future?" They explore and update the path they are on as they experience more.

Seeks feedback from mentors who are outside of the school context
A student understands that authentic feedback helps them and their work. They embrace positive and critical comments, adjusting along the way.

Communicates clearly
A student can communicate complex ideas and needs in writing or verbally, even to people who are unfamiliar to them

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Plans and manages projects
A student can envision and express the steps needed to accomplish a project

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Collaborates to an end
A student advocates for changes, works with others on shared goals, and finds compromise when necessary

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Is proactive
A student advances a project with regular employer-student engagement points. (Eventually, students become so valuable that they don't need to ask for work!)

Works through difficulty
A student is comfortable with assignments that stretch what they already know and have done.

Is comfortable in different contexts
A student doesn't mind working on unfamiliar assignments, with new people, in new places.

Conducts research and refines plans
A student seeks external input (Google search, contacting "weak ties," joining interest/industry/affinity groups) at all stages of a project.

MVA Scope & Sequence

PREPARING FOR AN MVA – All students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success.

Student Profile – Results should be monitored, documented, and included in a student's personalized learning plan.

	3	4	5	6	7	8	9	10	11
Section	BY END OF 5TH GRADE			BY END OF 8TH GRADE			BY END OF 11TH GRADE [2]		
Career Awareness	Learning About Jobs*	Learning About Jobs	Learning About Jobs	Career Clusters	Post-Secondary Options / Career Survey*	Academic Inventory How does their academic interests and abilities relate to the careers they are interested in.	Career Clusters / Job Shadow / Informational Interview	Job Shadow / CCP / IRC	MVA CCP, Internship, IRC
								Post-Secondary Understanding (cost, strength & passion alignment/ Goal Setting	Post-Secondary Institution Search
MVA Preparation	I am unique / My interests	Being a Team Player	Goal Setting / What is an MVA?	My Interests / My learning style / SMART Goals	Role of a Teammate	Entrepreneurial Mindset / Goal setting - how to track progress / What type of MVA for goals?	My Strengths & Passions / SMART Goals		Resume / Cover Letter / Goal Setting / Budget
	End of Grade Portable Career Portfolio			End of Grade Portable Career Portfolio			End of Grade Portable Career Portfolio		

Learning About Jobs: Students identify careers that they're interested in learning more about and the resources to learn more. (internet, job or college fair, etc.)

Career Survey: Students survey careers of interest, specifically focusing on the education needed to obtain the career, consider what MVAs are right for them.

**SMART Goals:** Students create SMART goals for academic and future-ready success.

Portfolio: Students should review their Career Portfolio form with their assigned counselor. Students will reflect on plan each year with goal of transitioning to High School prepared for MVA experiences.

Match high school students with MVA experiences aligned to their goals and passions.

The Student Journey

A Continuum of Experiences
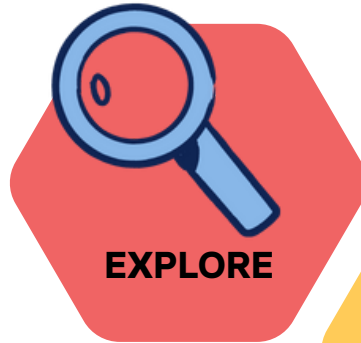
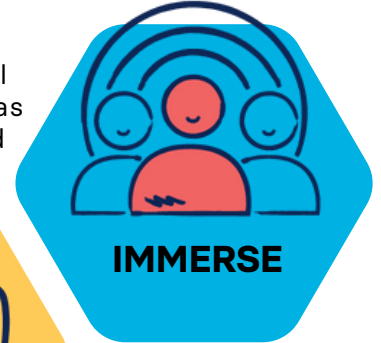**EXPLORE**

Develop awareness through short bursts of content or activities, such as a workplace tour or virtual career introduction.

ENGAGE

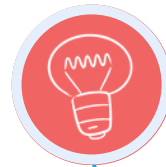Apply learning through practical experience, such as client-connected projects.

IMMERSE

Perform work in authentic environments with other working professionals, such as internship or apprenticeship.

MIDDLE SCHOOL/JR HIGH	EARLY HS (9TH & 10TH)	11TH & 12TH GRADES	BEYOND
Career Awareness	Career Exploration	Complete MVA	Ready for Next Steps

Where do you fit into all of this?

Design

Designing exploration experiences and MVAs to fit your courses and students' needs.

Support & Refine

Reaching out to your Real World Learning coordinator and instructional coach to support and refine your work.

Collaborate

Collaborating with other educators at your school and across the RWL Network.
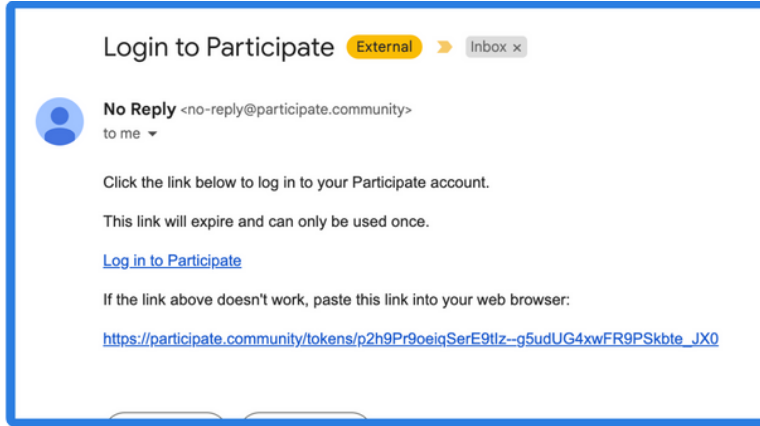
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THE TEACHER NETWORK

Participate

Join Participate

Scan QR code, once you receive the Participate invitation, go to the website and enter your email to login. Participate will send a link to your email that looks like this:


Join Participate

Login to Participate External ▶ Inbox ×

No Reply <no-reply@participate.community>
to me ▼

Click the link below to log in to your Participate account.

This link will expire and can only be used once.

Log in to Participate

If the link above doesn't work, paste this link into your web browser:

https://participate.community/tokens/p2h9Pr9oeiqSerE9tIz--g5udUG4xwFR9PSkbte_JX0

Click on the link and it will take you to the Community page.

Editing Profile

At the top right, click on the circle con and choose "Dashboard."
Click the dashboard menu (3 dots) and choose "Edit profile."
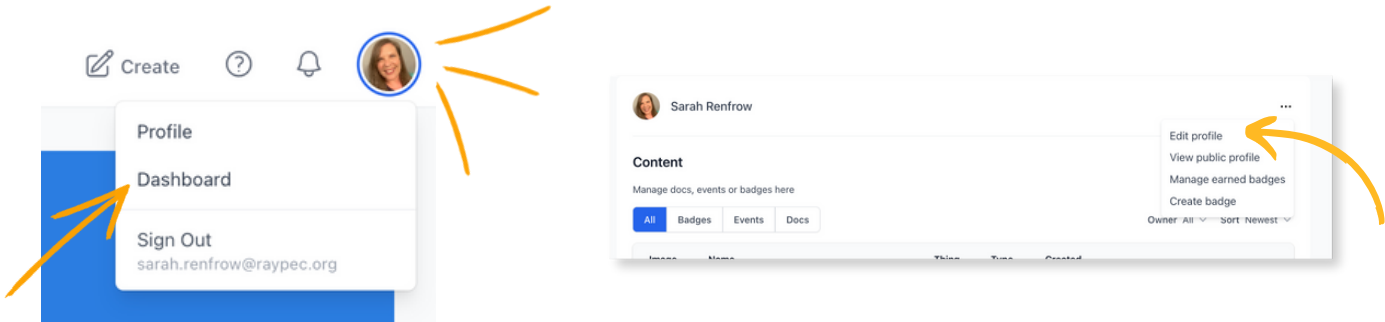
Edit your profile picture and name as well as filling In your bio and other Information.

Please include your district, school, teaching level (elementary, middle, high) and classes where you plan to incorporate project work In your bio.
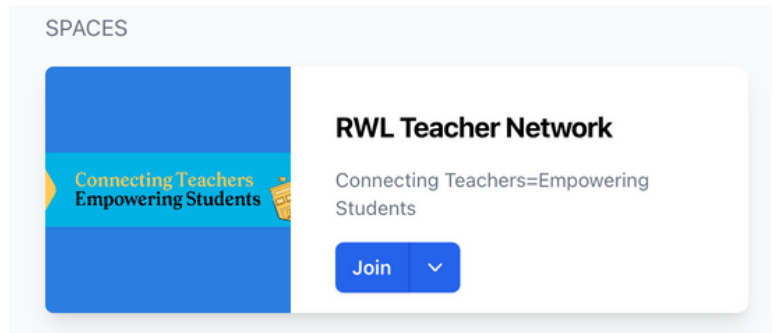
Using Participate to network in your subject area

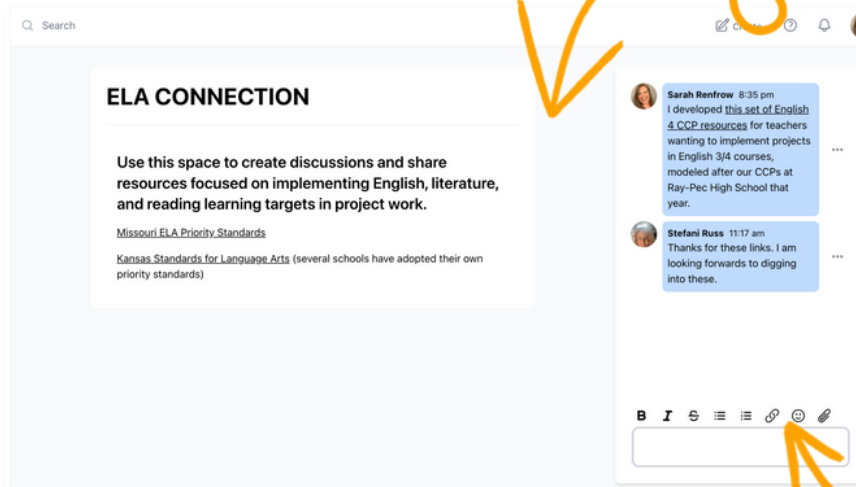Use the lefthand menu to navigate back to the main community.
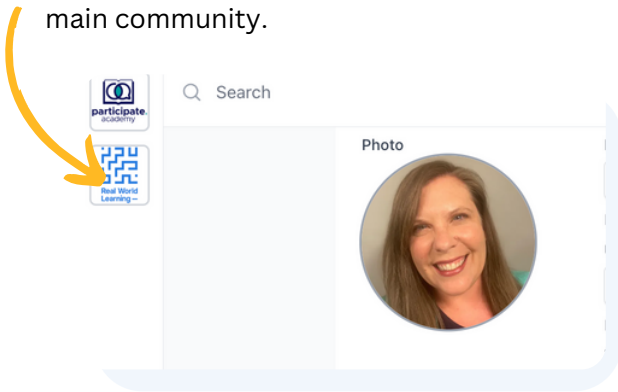
Scroll down to "Spaces" and choose the RWL Teacher Network space by clicking on it.

Announcements appear on the right below the banner.

To find the Class(es) that best fit your networking needs, click on "View all" above the "OUR THINGS" Icons, find your subject(s), and click on It.

Each class includes a document on the left side that may include links to relevant resources.

The right side Includes an ongoing discussion that you can join. You are encouraged to share resources focused on implementing RWL in this specific subject area.

NOTE: While the search bar at the top can help you find spaces and documents In the community, it Is more helpful to use the "find" shortcut on your device ("Control+F" (or "Command+F" on a Mac)) to search discussion boards for relevant material.

Clicking on the meatball menu (3 dots) next to a comment allows you to reply directly to that comment or copy a link to that thread that you can share elsewhere on Participate.

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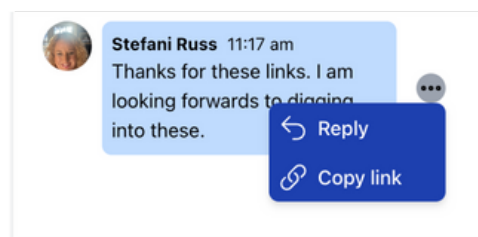
Outlining a Client-Connected Project

Client Connected Projects
Connecting students to professionals

Client-connected projects are authentic problems which students solve in collaboration with professionals from industry, not-for-profit, or community-based organizations.

They provide students with access to industry professionals, real world problems, and essential skills. They are also one of the key work experiences that may be recognized as a Market Value Asset*.

Examples of client-connected projects are:

- designing marketing or promotional material for the partner
- developing a product to implement in the organization's system
- assessing a current practice or process in the organization and developing a system to improve It
- building a website or other platform for the partner
- applying subject-specific learning to enhance materials, products, events, or practices the organization uses
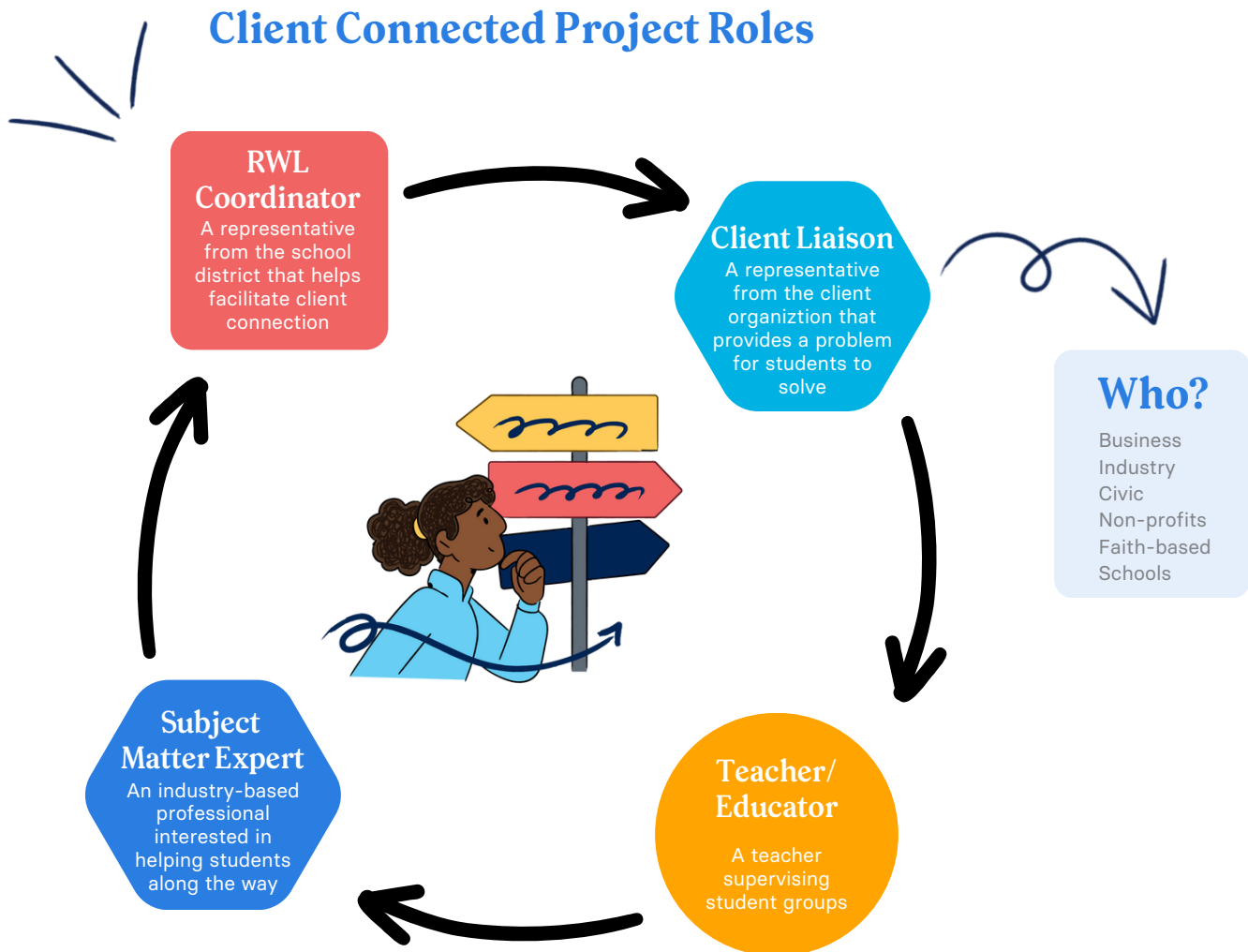
Client-Connected Projects provide value for:

CLIENT / EMPLOYER	STUDENTS	EDUCATORS
- Access to emerging talent - Increased awareness of client organization - Leadership development for the client liaison - Increased bandwidth for important but non-urgent project completion	- Authentic project work - Increase in professional network - School credit in real-world setting - Potential stepping stone to future internship	- Authentic project prompts/problems - Exposure to industry trends and expectations - Students are more engaged in topic with real-world context.

*a Market Value Asset is an industry valued and recognized skill that creates a seamless transition post-high school.

Who is Involved?

In Real World Learning, the student is at the center, but their success depends on supportive adults that guide, support, facilitate, and mentor them along their path. When creating Client Connected Projects, consider these roles.

Client Connected Project Roles

RWL Coordinator
A representative from the school district that helps facilitate client connection

Client Liaison
A representative from the client organiztion that provides a problem for students to solve

Who?
Business
Industry
Civic
Non-profits
Faith-based
Schools

Teacher/ Educator
A teacher supervising student groups

Subject Matter Expert
An industry-based professional interested in helping students along the way

How to Get Started

Create a project plan on the front-end of the experience.

Project Prompt | Identify a project or problem from your to-do list that a high school student (or team of students) could help tackle or solve.

Project Description | Develop a plan that includes deliverables and a time frame for completion.

Client Liaison | Determine who would connect with the educator and students to lay out the project, give feedback on progress, and evaluate final output. Hint: Think about individuals who are earlier in their career and interested in helping others learn and grow. Total time commitment expected: at least four hours over the course of the project (students will receive consistent, regular support from teachers and subject matter experts (SMEs) behind the scenes).

Considerations for Planning: Teachers

Create Problem/Question

Work with your RWL Coordinator and Client Liaison to determine:

- What real, open-ended question/problem does the organization need answered/solved?
- Is the work required to answer the question or solve the problem appropriate for student involvement?
- Is the work complex and adaptable to multiple approaches?
- Will the work allow students to demonstrate mastery of course learning targets?
- Will the work allow students to develop essential skills?

Set Goals

Work with instructional coach and client liaison to set appropriate goals.

- What learning targets must be assessed through the process of the project?
- What essential skills and professional skills should be developed through the process of the project?
- What would make this experience a success for the organization?
- What are the outgrowths for students?

Set Expectations

Establish project parameters to help clients, students, and SMEs understand the project and plan execution using.the established process. Consider:

- What course content learning standards will be mastered as a result of the project (student ownership)?
- What is the timeline for the project?
- What are the goals of the project for each person involved?
- How often (and how) will students meet with clients/SMEs and what should happen at those meetings?
- What elements of the project and process do clients/SMEs give feedback on and how?
- How should conflicts be handled?
- What policies and procedures must be followed? What technology Is required?

Create Timeline

Work with RWL coordinator and relevant administrators to approve and finalize plan.

- Develop the time frame for the project
- Consider when students will be working on the project (i.e. is this everyday for several weeks or weekly throughout the year)
- Adjust for any relevant client needs
- Establish key milestones for students
- Ideate backup plans for any surprises (delays, client changes, unexpected barriers)
- Consider how students will reflect on and showcase learning

How to Get Started

It's recommended to create a project plan on the front-end of the experience (See project template on page 32).

Project Map Template
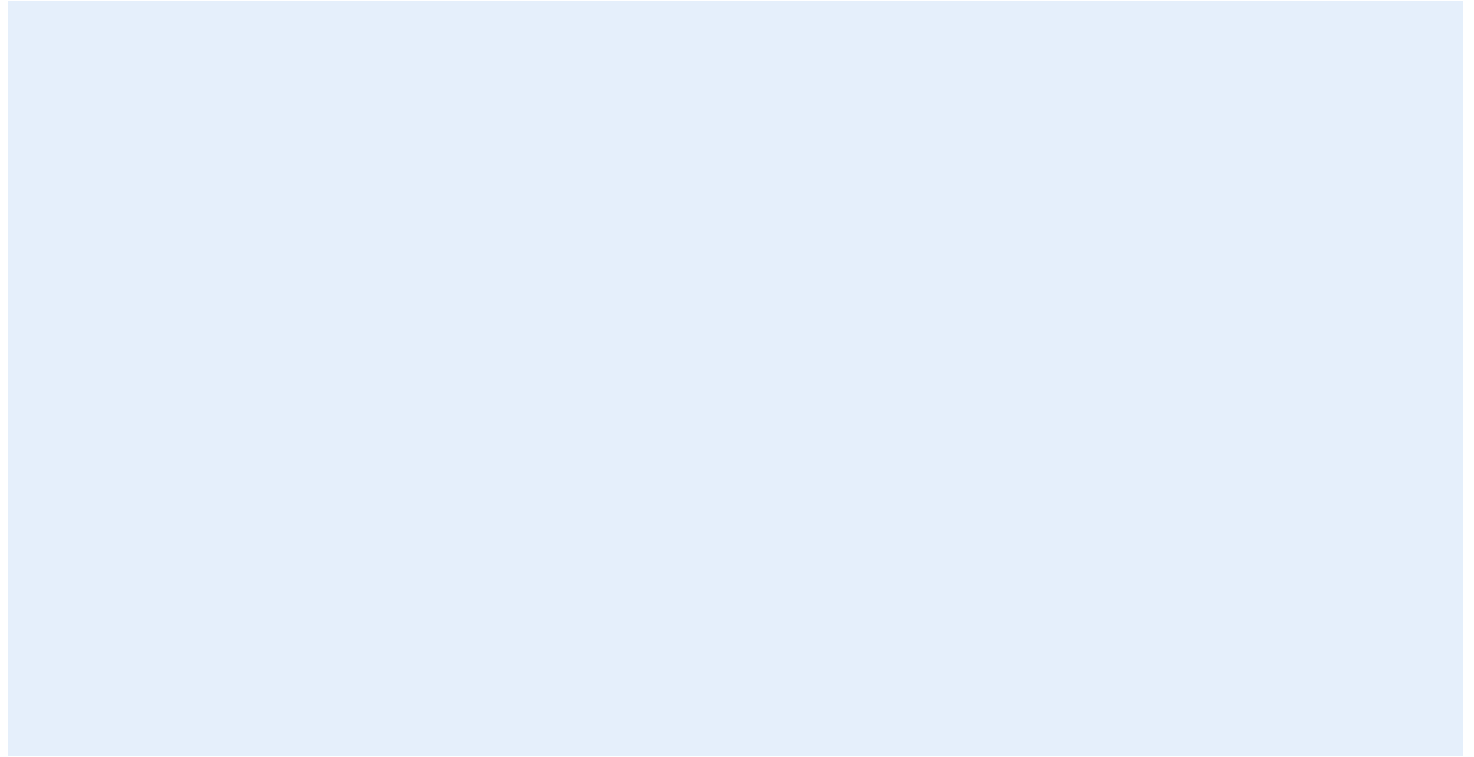Implementing CCPs in the classroom

Utilize this template as you plan the steps of your project process.

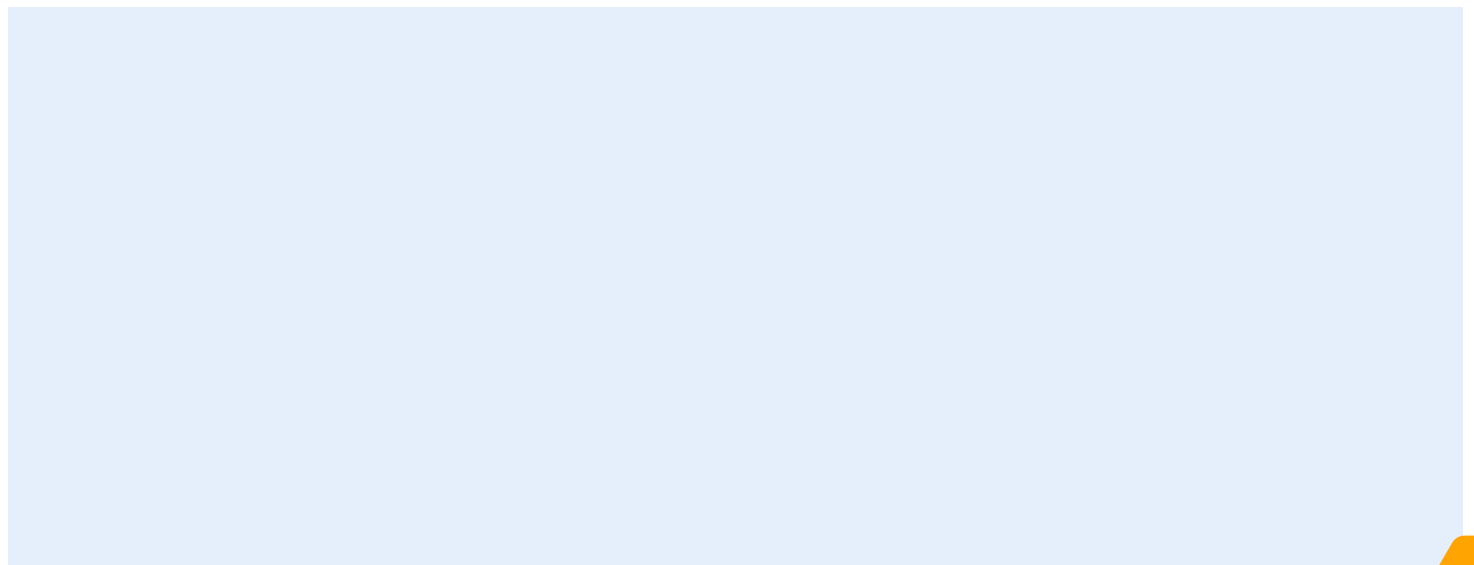| STEP; TIME FRAME:								
PROCESS DESCRIPTION								
STUDENT ROLE								
TEACHER ROLE								
CLIENT ROLE								
SME ROLE								
STANDARD/ TARGET								
ARTIFACTS OF WORK								

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Outcomes

Standards/Learning Targets

Identify the standards/learning targets you will assess through the projects.

Essential Skills

Identify the essential skills (such as traits of a graduate of your district, professional skills) students will build and reflect on throughout the process.

Outcomes

Work in your content or breakout teams to brainstorm goals in your course(s) and what you'd like to enhance, keep, and change in your courses using RWL.

MY GOALS:

STOP DOING	
DO LESS OF	
KEEP DOING	
DO MORE OF	
START DOING	

USING THE "5 WHYS"

Achieving our goals is dependent on whether we take action. First, we have to make those goals more specific and ensure they are relevant. Use the table below to understand the "why" of your goals.

GOAL:

WHAT WILL THIS GIVE YOU?

AND WHAT WILL THIS GIVE YOU?

AND WHAT WILL THIS GIVE YOU?

AND WHAT WILL THIS GIVE YOU?

SO, WHY IS THIS GOAL IMPORTANT?

Setting SMART Goals

Use this sheet to clarify your main goals. They may focus on teaching standards/learning targets, building students' essential skills, increasing student voice, or identifying ways you'd like to change your teaching style, classroom structure, or relationships with students.

DEFINITIONS

Specific — What do I want to accomplish and why?

Measurable — How will I know when I have accomplished it?

Achievable — How can I accomplish this goal?

Relevant — Is this the right time for me to be working towards this goal?

Timebound — When do I want to accomplish this goal by?

Goal 1:

Specific

Measurable

Achievable

Relevant

Timebound

Goal 2:

Specific

Measurable

Achievable

Relevant

Timebound

Goal 3:

Specific

Measurable

Achievable

Relevant

Timebound

Setting SMART Goals

Use this sheet to clarify your main goals. They may focus on teaching standards/learning targets, building students' essential skills, increasing student voice, or identifying ways you'd like to change your teaching style, classroom structure, or relationships with students.

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Goal 1:

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Goal 2:

Specific

Measurable

Achievable

Relevant

Timebound

Goal 3:

Specific

Measurable

Achievable

Relevant

Timebound

Project Process: Strategies & Resources

There are several strategies you can use as the process when implementing projects. Choose the one you are most comfortable with and utilize the network and resources below to support your strategy In your classroom.

Real World Learning—

Entrepreneurial Mindset/ Problem Solving Strategies

- Design Thinking
- Human-Centered Design
- Creative Intelligence
- Lean Startup
- Interaction Design
- Life-Centered Design
- Strategic Design
- TRIZ

Links to resources

Resources & Support

- BUILD
- Junior Achievement
- Startland EDU
- DECA/FBLA/SkillsUSA/HOSA
- MoonshotJr.com
- Network for Teaching Entrepreneurship

Design Thinking Implementation
In Client Connected Projects

EMPATHIZE

DEFINE

% OF PROJECT: 40

DELIVERABLES:
- Clarification of problem
- Information gathering method(s) and results
- Compilation of research
- Analysis of data report

IDEATE

% OF PROJECT: 10

DELIVERABLES:
- Brainstorming and sorting documentation
- Idea pitches
- Product visualization/definition

PROTOTYPE

TEST

% OF PROJECT: 40

DELIVERABLES:
- Documentation of deliverables
- Testing method(s) and results
- Analysis of data report

IMPLEMENT

% OF PROJECT: 10

DELIVERABLES:
- Documentation of implementation or implementation plan
- Final pitch

Project Map Example

Implementing CCPs in the classroom

Consider this process example of a 16-week project with a showcase in a Missouri 11/12 ELA course using design thinking as you plan the steps of your project process.

Real World Learning—

	Introduction	Empathize	Define	Ideate	Prototype	Test	Implement	Reflection
Time Frame	2 weeks	4 weeks		1 week	4 weeks		1 week	4 weeks
Process Description	Establish team, project, and process expectations	Compile data to understand the pain points of stakeholders or end users	Analyze and convert data to a problem or need statement that informs the project	Brainstorm potential solutions, sort and classify ideas, and verify their viability	Utilize project management to develop iterations of a prototype meeting the problem/need	Compile and analyze data to determine how the prototype solves the problem or meets the need	Pitching the plan for the solution and/or putting the plan into action	Documenting progress and telling the student story
Student Role	Develop team agreement; send professional introduction email to client	Learn, develop and execute an appropriate system/plan to gather relevant data	Learns how to compile, analyze, and communicate data effectively	Brainstorms and learns to sort and classify ideas; pitches ideas effectively to client	Commits to creative process, collaborates, documents progress, and reflects on growth	Learn, develop, and execute an appropriate system to test prototype iterations and make needed adjustments	Develop presentation, pitch plan, and/or put plan into action	Guide students through documentation and delivery of reflection & storytelling process.
Teacher Role	Communicates team, project, and process expectations and resources to students, clients, and SMEs	Provides and supports using resources for appropriate data collection	Provides and supports using resources for reporting key data	Provides and supports using resources for sorting and classifying ideas and pitching effectively to client	Coach students through project and change management, meaningful lessons, and support process documentation	Receives testing report and provides any relevant feedback on changes before implementation	Evaluate any final elements tied to standards/learning targets/essential skills	Evaluate any final elements tied to standards/learning targets/essential skills
Client Role	Develops open-ended question or problem and reviews project and process expectations	Meets with student(s) to clarify issue and connect them with relevant stakeholders	Receives data report and provides any relevant feedback	Receives idea pitch and gives feedback and approval to begin prototype(s)	Meets for regular touchpoints throughout the process for guidance and feedback	Provides & supports using resources for appropriate testing & coaches through barriers and setbacks	Evaluate final product and presentation	Evaluate and refine involvement for next iteration
SME Role	Reviews project and process expectations	Presents appropriate techniques for data collection	Presents effective data analysis and report writing / presentation techniques	Presents effective techniques for sorting & classifying ideas and/or pitching effectively to client	Serve as primary resource when/if client is not available. Share insights and make connections to other experts when possible	Serve as primary resource for industry knowledge when/if client is not available. Share insights and make connections to other experts when possible	Evaluate and refine involvement for next iteration	Evaluate and refine involvement for next iteration
Standard / Target	• Collaborating • Following a writing process (email) • Reviewing, revising & editing	• Comprehending and interpreting informative texts • Researching • Speaking and listening	• Analyzing craft and structure (informative texts) • Researching • Following a writing process (report) • Reviewing, revising & editing	• Collaborating • Speaking and listening	• Collaborating • Speaking and listening	• Researching • Following a writing process (report) • Reviewing, revising & editing • Speaking and listening	• Following a writing process (presentation) • Reviewing, revising & editing • Collaborating • Speaking and listening	• Following a writing process (reflection/presentation) • Reviewing, revising & editing • Speaking & listening
Artifacts of Work	• Team agreement • Introduction email to client	• Record of initial client meeting • Empathy map or main user profile	• Initial project report • Record or of presentation of report to client • Documentation of team retrospective • Client feedback form	• Documentation of brainstorming, sorting, and classifying • Pitch slides • Record of presentation to client • Documentation of client approval for next steps • Definition of "done"	• Goals and team assignments posted and updated daily on project management tool (Trello, Kanban) • Documentation (images, video) of all iterations of prototype	• Testing report • Record of presentation of report to client • Documentation of team retrospective • Client feedback form	• Final pitch slides • Record of presentation of pitch to client • Documentation of implementation (pictures, video) if applicable • Documentation of team retrospective • Client feedback form	• Thank you card/email • Resume • Portfolio • Reflections on Portrait of a Graduate skills • Showcase presentation

Project Map Example

Implementing CCPs in the classroom

Consider this process example of a 16-week project with a showcase in a Missouri 11/12 ELA course using design thinking as you plan the steps of your project process.

Real World Learning—

Time Frame	Step	Process Description	Student Role	Teacher Role	Client Role	SME Role	Standard / Target	Artifacts of Work

Project Prep Help

Think about your project plan. What are you prepared to create/communicate/teach, and what do you need help with?

WHAT I CAN HANDLE:

CURRICULUM QUESTIONS I HAVE OR SUPPORT I NEED FROM MY INSTRUCTIONAL COACH:

PROJECT OR COMMUNITY PARTNER QUESTIONS I HAVE OR SUPPORT I NEED FROM MY RWL COORDINATOR:

BARRIERS I ANTICIPATE THAT I NEED HELP OVERCOMING:

Quick Start Guide
Building Lasting Relationships with Employers

What does your system look like?
Who is responsible for recruiting, retaining & engaging employers?

RWL Coordinator

Teacher/Educator

Other

Recruit

What does recruitment look like? What is your workflow? Feedback loop?

Retain

How are you currently tracking, retaining, and celebrating your employer partners?

Engage

Who and how are you engaging with your employer partners?

Quick Start Guide
Building Lasting Relationships with Employers

What does your system look like?
Identify whose role it is at your school for recruiting, retaining & engaging

RWL Coordinator **Teacher/Educator** **Other**

Recruit

- Collect parent employment data. Ask parents to engage as professionals.
- Canvas the employers in a 5-mile radius of each building in the district.
- Ask your vendors and suppliers.
- Develop a relationship with your local chamber of commerce or EDC.
- Find existing groups to extend RWL asks (e.g., PTO, Boosters, etc.).
- Look inside the district and other organizations providing services to your students.
- Don't count your students out! Enable them to create their own opportunities.

Retain

- Manage contacts with a spreadsheet or CRM system.
- Create a process to measure effectiveness and gather feedback Measure satisfaction of students/employers/teachers.
- Recognize partners.
- Encourage referrals and network building through existing partners.
- Tell those student success stories EVERYWHERE!

Engage

- Build a relationship and understand their business before you ask. Listen for what you know matches your needs.
- Articulate engagement options (see RWL engagement menu).
- Start small, keep it simple and always have a specific ask to support what you know is needed.
- Identify timing cycles (i.e. if client is an accountant, avoid tax season).
- Create opportunities for employers to co-create with teachers and students.

Brainstorming: Sourcing Projects

Work in your content or breakout teams to brainstorm projects that would work well in your course(s). work with your RWL coordinator to determine who would work well as a business partner for your students and what types of questions or problems would be ideal.

MY RWL COORDINATOR'S NAME AND CONTACT INFO:

MY RWL COORDINATOR'S ROLE IN MY SCHOOL/DISTRICT:

PROJECT IDEAS

ASK

INFORMATION TO INCLUDE IN MY CLIENT ASK/INFO SHEET:

CLIENT

WHO WOULD MAKE GREAT BUSINESS PARTNERS?:

Quality Assurance in a CCP

Is This Project an MVA?
A Checklist

Real World Learning —

PROFESSIONAL INTERACTION

Hours of client/SME Interaction: 5-10+ HRS

OUTGROWTHS:
- The student develops positive, personal, and professional relationships with the client and/or SME to the point that they can be included as a reference on resume.

OUTCOMES

Students meet course learning targets
Students develop essential skills

OUTGROWTHS:
- The student compiles evidence of learning and skill growth, makes connections, and reflects thoughtfully on pursuing personal goals in a portfolio of work.

DEPTH

Problem is open-ended, multifaceted, & requires application of new learning

OUTGROWTHS:
- The student uses higher-order critical thinking, including evaluation, analysis, and synthesis.
- The student recognizes and transfers application of skills to discussion, creation, and revision in areas outside the course and project.

VALUE

Project benefits student, organization, community and/or customer(s).

OUTGROWTHS:
- The student is confident and proactive in identifying and solving problems in varied contexts.
- The organization's problem is solved and/or community or market need is filled.

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Is this project an MVA?

Will the student(s) spend a sustained period of time interacting with a professional or expert(s) who provides feedback at multiple points throughout the project?

YES → **NO** **NOT SURE**

Sustained: 5-10 hours
Interacting: in person or online meetings/correspondence multiple points: not just the beginning and/or end

Is the student(s) required to learn content that satisfies **learning targets** or goals in the course or program in order to complete the project?

YES **NO** → This project does not yet qualify as an MVA. Keep innovating!

Will the interaction with the professional or expert require the student(s) to develop resume-worthy skills and/or learn content not otherwise provided in the course?

→ **NO**

Is the student(s) completing a predetermined set of task-oriented steps to complete the project?

YES → This project does not yet qualify as an MVA. Keep innovating!

NO

Who approves the project direction and implementation of the final product?

TRICK QUESTION!
It doesn't really matter!

YES

Who came up with the project idea?

WHY?

A PROFESSIONAL OR EXPERT

THE STUDENT(S)

The professional or expert agreed to support the project expecting the opportunity to gain value (a return) from the product

I GUESS I THOUGHT IT HAD TO BE THE CLIENT → NOPE!

The professional or expert volunteered out of the goodness of their heart

Does the design of the project process require students to document and reflect on PERSONAL growth?

does the design of the project process require students to document and reflect on growth?

NO

YES

THIS MVA IS A CLIENT-CONNECTED PROJECT!

This project does not yet qualify as an MVA. Keep innovating!

THIS MVA IS AN ENTREPRENEURIAL EXPERIENCE!

Real World Learning

Created by
Sarah Renfrow
Ray-Pec School District

The professional who could gain value from the product is the client.
Students may also interact with subject matter experts who provide assistance or feedback in their areas of expertise as needed

Students may engage with a single subject matter expert or several over the course of their project as needed in addition to stakeholders.

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ANALYSIS

A SOAR ANALYSIS IS A SIMPLE TECHNIQUE TO IDENTIFY YOUR PROJECT PLAN'S STRENGTHS, OPPORTUNITIES, ASPIRATIONS AND RESULTS AS YOU BUILD TOWARD A STRONG MVA.

STRENGTHS

What elements of an MVA are strong in your project plan?

S

OPPORTUNITIES

What new knowledge or skills could you attain or what changes could you make to move forward?

O

ASPIRE

What is your vision? What are you excited about?

A

RESULTS

How will you know when you have achieved your goals?

R

Encouraging Student Voice
In Client Connected Projects

CHOICE

What it looks like:
- Students choose/apply for projects they are interested in.
- Students work with teams to assign roles and norms.
- Students create team and personal schedules.
- Students decide how to navigate team dynamics & challenges.

PROJECT AUTONOMY

What it looks like:
- Students work through steps of projects independent of adult direction when possible.
- Students create the agenda and focus of client meetings.
- Students identify and solve problems within project.

STORY OWNERSHIP

What it looks like:
- Students reflect on artifacts of work (work submissions, blogs, vlogs, etc.).
- Students evaluate personal acquisitions, outgrowths, learning standards, etc.
- Students showcase work to the community
- Students transfer experiences to resumes, cover letters, or portfolios.

Brainstorming: Student Voice

Work in your content or breakout teams to brainstorm goals in your course(s) and what you'd like to enhance, keep, and change in your courses using RWL.

MY GOALS:

STOP DOING	
DO LESS OF	
KEEP DOING	
DO MORE OF	
START DOING	

Resources: Supporting Independent Learning

Transfer:
Applying prior knowledge and skills to new tasks and contexts

Goal:
Developing expertise: the ability to know what to do, when to do it, and how to do it effectively

Mindset Change:
Learning threshold concepts (key shifts in understanding and perception) are often nonlinear, messy, and frustrating -- and should be

TYPES OF KNOWLEDGE

Factual	Procedural	Conceptual	Conditional	Metacognitive
WHAT	HOW	WHY	WHEN	REFLECTION

WAYS TO TEACH

Accessible Resources	handouts, links, templates, short videos, articles (factual)
Direct Instruction	lectures, modeling, demonstrations, guided discussions (conceptual knowledge)
Just-In-Time Learning	individual/small group learning sessions as needed
Individual Practice	rehearsal, practice, mock experiences (procedural)
Applied Experience	RWL opportunities (conditional)
Reflection Exercise	producing artifacts, writing reflections, presenting findings, showcase (metacognitive)

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Brainstorming: Resources

LEARNING TARGET/SKILL:

ACCESSIBLE RESOURCES:

DIRECT INSTRUCTION:

JUST-IN-TIME LEARNING:

INDIVIDUAL PRACTICE:

APPLIED EXPERIENCE:

REFLECTION EXERCISE:

Brainstorming: Resources

LEARNING TARGET/SKILL:

ACCESSIBLE RESOURCES:

DIRECT INSTRUCTION:

JUST-IN-TIME LEARNING:

INDIVIDUAL PRACTICE:

APPLIED EXPERIENCE:

REFLECTION EXERCISE:

Brainstorming: Resources

LEARNING TARGET/SKILL:

ACCESSIBLE RESOURCES:

DIRECT INSTRUCTION:

JUST-IN-TIME LEARNING:

INDIVIDUAL PRACTICE:

APPLIED EXPERIENCE:

REFLECTION EXERCISE:

Brainstorming: Resources

LEARNING TARGET/SKILL:

ACCESSIBLE RESOURCES:

DIRECT INSTRUCTION:

JUST-IN-TIME LEARNING:

INDIVIDUAL PRACTICE:

APPLIED EXPERIENCE:

REFLECTION EXERCISE:

Assessing Learning

Grade mastery of learning targets

Post everything possible to make learning visible

Document progression of project process

Celebrate achievement of personal/team goals

Showcase development of skills

EXAMPLE

Monday	Tuesday	Wednesday	Thursday	Friday
Students conduct team stand-ups	Students post daily goals and work on team agenda.	Teacher conducts individual conferences on previous concept, providing feedback on individual work	Class has a Socratic seminar over the concept article	Teams meet with clients and record feedback; teams decide on their next course of action
Teams post progress on project steps	Teacher circulates to teams, providing just-in-time learning as needed, identifying what work students could submit for learning targets and posting any resources that other teams can use in easy-to-access places	Teams conduct retrospectives, celebrating wins and identifying areas of improvement	Teacher celebrates progression of understanding and addresses any misconceptions	Teacher circulates to teams, providing just-in-time learning as needed
Teacher sets week's expectations and assigns article over concept for Socratic seminar, providing additional resources for understanding			Students record main takeaways of concept and submit reflection	Teacher posts next week's schedule

Effective Feedback Strategies

COMMUNICATE CLEAR GOALS AND JUSTIFICATION TO REFERENCE OFTEN IN FEEDBACK
Strategies:
- Goals should be clear and concise. Link to in-depth information if necessary.
- Provide checklists when you have specific requirements.
- Provide information in multiple ways when possible, such as videos explaining the expectation.
- Review goals and expectations often, especially early on.
- Review how to find or receive and how to respond to feedback often, ideally after checkpoints.

PROVIDE PERSONAL, TIMELY, CLEAR, AND ENCOURAGING FEEDBACK
Strategies:
- Refer to students by name, even in typed feedback.
- Provide feedback within two weeks of submission.
- Tie each piece of feedback to a specific course goal; if it doesn't connect, don't comment.
- Communicate how far students have progressed towards a goal and what next steps are.
- Feel free to use video feedback, but pair it with written feedback that is easily accessible.

USE A DIALOGICAL APPROACH, TRANSFERRING AUTHORITY AND RESPONSIBILITY TO LEARNER
Strategies:
- Ask students to assess example work with assignment checklists and rubrics.
- Ask questions and make suggestions rather than making statements and marking errors.
- Comment on rubrics rather than on student work.
- Conference with students one-on-one or in groups and allow students to schedule meetings.
- Encourage students to respond to feedback in some way--rewriting, tracking, reflecting.
- Differentiate between the abilities of learners, such as by using the Matrix of Feedback.

CREATE A PATH FOR AUTONOMY
Strategies:
- Encourage students to set individual goals tied to course outcomes and self-assess.
- Utilize peer review; provide a space (review groups, discussion boards) to provide regular, continuous feedback on performance.
- Encourage students to crowdsource feedback by posting works in progress and soliciting feedback from the larger group.
- Allow students to feel frustrated because the answer to the problem is not readily apparent. This is where real growth happens.
- Ask students to provide reflections on their work, identifying strengths and weaknesses.
- Continue to provide specific feedback on above strategies to encourage progress.

SAVE TIME
Strategies:
- Don't spend time identifying/marking repeated errors or errors not tied to course goals.
- Don't spend time giving/writing general feedback (Great job!). Leave sections of the rubric blank.
- Don't spend time giving feedback on work that can't be revised or replicated.
- Don't spend time giving feedback students can identify themselves or give each other.
- Don't spend time giving feedback at the end of the semester/year--let the students take over!

DOWNSIDE: These strategies take time to set up effectively and use class time to put in place
UPSIDE: They save quite a bit of time outside of class once the procedures are routine

A MATRIX OF FEEDBACK FOR LEARNING

Learner Stage	Feedback Level	Feeding Up: Where am I going?	Feeding Back: How am I going?	Feeding Forward: What do I have to do next?
Novice	Task	**Feeding Up Prompts:** ☐ Today we are learning… ☐ Success in this task will look like… (exemplar/model) ☐ The key criteria for success are… ☐ We are looking for…. **Feedback Strategies** ☐ Reduce complexity ☐ Use exemplars/models ☐ Identify misconceptions ☐ Use diagnostic assessment for goal setting	**Feedback Prompts:** ☐ You *have/haven't* met the learning intention by… ☐ You *have/haven't* met the success criteria by… ☐ Your answer/work is/isn't what we are looking for because… **Feedback Strategies** ☐ Avoid over emphasis of error analysis ☐ Feedback must be immediate ☐ Match feedback to success criteria	**Feed Forward Prompts:** ☐ To fully meet the learning intention you could… ☐ Addressing the following success criteria would improve your work… ☐ Adding/removing _____ would improve your work. **Feed Forward Strategies** ☐ Use language from the success criteria ☐ Use scaffolding ☐ Feed Forward must be timely ☐ Use challenge ☐ Refer to goals
Proficient	Process	**Feeding Up Prompts:** ☐ The key ideas/concepts in this task are… ☐ These ideas/concepts are related by… ☐ Key questions you could ask about this task are… ☐ Skills you will need in this task are… ☐ Strategies you will need in this task are… **Feedback Strategies** ☐ Use graphical organisers ☐ Reduce scaffolding ☐ Increase complexity ☐ Use mastery goals	**Feedback Prompts:** ☐ Your understanding of the ideas/concepts within this task is… ☐ Your thinking about this task is…. ☐ You demonstrated _____ skills to a _____ level. ☐ You used _____ strategies to a _____ level. **Feedback Strategies** ☐ Feedback amount can start to increase ☐ Feedback complexity can increase ☐ Use prompts or cues	**Feed Forward Prompts:** ☐ You could improve your understanding of _____ concepts by… ☐ Thinking further about _____ could improve your work by… ☐ You could improve your _____ skills by… **Feed Forward Strategies** ☐ Feed Forward amount can start to increase ☐ Feed Forward complexity can increase ☐ Use prompts or cues ☐ Use challenge
Advanced	Self-Regulatory	**Feeding Up Prompts:** ☐ How will you use the learning intention? ☐ How could you use the success criteria? ☐ Which other ways could you monitor your work? **Feeding Up Strategies:** ☐ Reduce emphasis of exemplars ☐ Mastery and performance goals	**Feedback Prompts:** ☐ Are you on track with your work? ☐ How do you know? ☐ To which level are you satisfying the success criteria? ☐ Are you on track to achieving your goal? ☐ How do you know? **Feedback Strategies:** ☐ Delay feedback ☐ May only require verification feedback	**Feed Forward Prompts:** ☐ How could you deepen your understanding? ☐ How could you improve your work? ☐ What is the next step for your learning? ☐ How do you know? **Feed Forward Strategies:** ☐ Delay feedback ☐ Reduce teacher reliance ☐ Develop self-regulated learners

Brooks, C.,Carroll, A., Gilles, R.M., &Hattie, J. (2019). A Matrix of Feedback for Learning. Australian Journal of Teacher Education, 44(4)

Digging into the Details: Implementation

IMPLEMENTATION CHECKLIST

NECESSARY?			COMPLETE		NECESSARY?			COMPLETE
YES	NO				YES	NO		
☐	☐	Confirm Learning Targets With IC	☐		☐	☐	Posted Learning Standards/Targets	☐
☐	☐	Essential Skills/Portrait of a Grad Poster/Handout	☐		☐	☐	Meet with RWL Coordinator regarding Plan	☐
☐	☐	Client Onboarding/Ask Information/Letter/Email	☐		☐	☐	SME Onboarding Info/Letter/Email	☐
☐	☐	Project Timeline	☐		☐	☐	Project/Team Assignment System	☐
☐	☐	Project Application	☐		☐	☐	Plan for Student Reflection(s)	☐
☐	☐	Plan for Student Showcase	☐		☐	☐	Student Feedback System	☐
☐	☐	Learning Resources	☐		☐	☐	Use of AI in Project Work	☐
☐	☐	Assessment/Grading Plan	☐		☐	☐	Confirm Plan with IC/Admin	☐
☐	☐	Project Overview Handout	☐		☐	☐	Project Process Guidelines	☐
☐	☐	Project Management Tool(s) - Teacher Use	☐		☐	☐	Project Management Tool(s) - Student Use	☐
☐	☐	Parent Permission and/or Information/letter/email	☐		☐	☐	Team Agreement Template	☐
☐	☐	Communication Protocol	☐		☐	☐	Travel Protocol	☐
☐	☐	Time Reporting System	☐		☐	☐	Technology Info/Protocol	☐
☐	☐	Plan for Social Media Updates	☐		☐	☐	Client Feedback System	☐
☐	☐	Financial Tracking System	☐		☐	☐	Conflict Resolution Plan	☐
☐	☐	_____	☐		☐	☐	_____	☐
☐	☐	_____	☐		☐	☐	_____	☐
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☐	☐	_____	☐		☐	☐	_____	☐

Sharing Your Real World Learning Story

Leveraging Social Media
Sample posts from students earning an MVA during ProX

The Prox social media accounts are completely student run! Empower your students to help share your school's RWL story and increase student engagement. Consider IG carousels that spotlight various aspects of the project, IG Reels or TikToks from student POV and employer spotlights or workplace tours.

Student Spotlight:
Showcase individuals and encourage more participation in student-led programs.
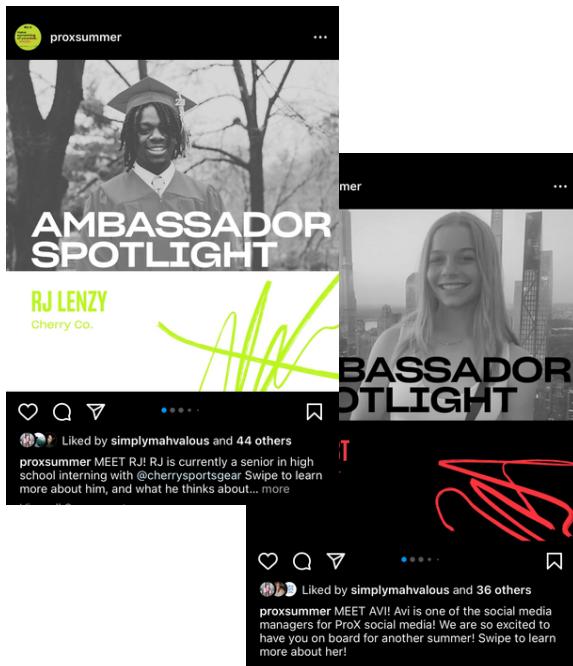
Day in the Life & Site Visits:
An excellent way to show the opportunities available and what an average day might look like for students.
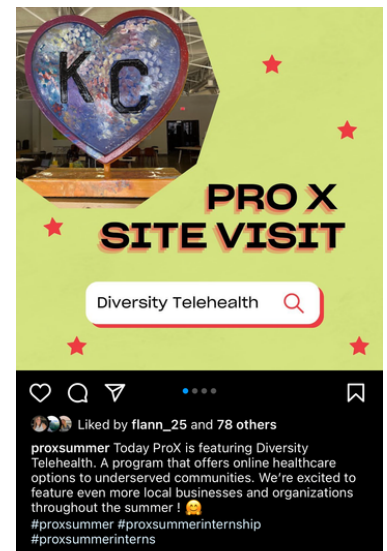
Instagram Carousels:
An effective way to both increase engagement AND convey a full experience through story-telling.
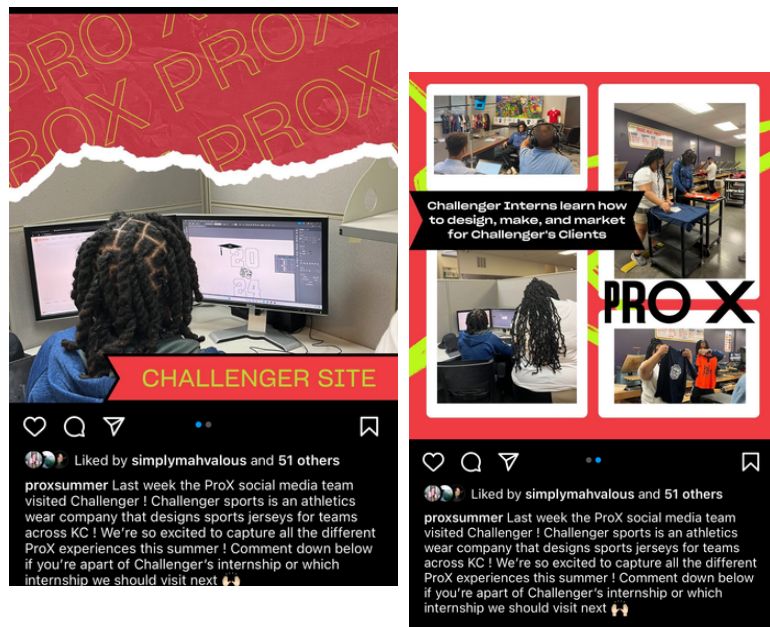
Twitter Announcements:
Used to inform parents, employers, and the greater district community about RWL opportunities and successes.

Additional Resources

RWL CCP Design Workshop

Day One Sample Agenda: Overview & Outline

AGENDA

NOTES

8:00	**Welcome and Workshop Overview**
8:15	**CCP District Goals**
8:30	**Outlining a CCP** **Learning Targets & Essential Skills**
9:00	**BREAKOUT: Learning Targets &** **Essential Skills**
10:15	**Project Process** **Walking Through a CCP**
10:45	**BREAKOUT: Process Planning**
11:30	**RWL Coordinator - Introduction to** **role in school**
11:45	**BREAKOUT: Sourcing Projects &** **Project Building**

ACTION PLANS

☑ THINGS TO DO

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RWL CCP Design Workshop

Day Two Sample Agenda: Quality Assurance

AGENDA

NOTES

8:00   **Elements of an MVA**

8:30   **Student Voice**

9:15   **Student Voice**

9:45   **BREAKOUT Building Resources**

10:30   **Assessing Learning**

11:00   **BREAKOUT Instructional Coaches & Teachers build out learning targets**

11:30   **Processes & Policies for Implementation Storytelling & Social Media**

☑ THINGS TO DO

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Glossary of Terms

Business Partner: The business partner is the organization working with the student(s).

Client-Connected Project (CCP): CCP is an acronym for client-connected project, a project in which students solve a problem for a business parter, build a professional relationships with the client, develop essential, resume-worthy skills, and learn course-related content/

Client Liaison: Also known as the client, the client liaison is the individual working for the business partner who interacts with the student(s) while they complete the project.

Elevator Pitch: An elevator pitch is a short description of a person, idea, or product that is explained in a way so that anyone can understand. This description usually explains the who, what, why and how. The goal is to explain the overall topic in a way that excites the listener and lasts no longer than a person's time on an elevator.

Entrepreneurial Experience: An entrepreneurial experience is when students define a compelling social or market problem and mobilize resources to research and solve it. In general, the work is unsolicited by an outside source, so they work with SMEs rather than clients to move through their project process and pitch their solution or product.

Market Value Asset (MVA): A market value asset is a cornerstone experience a student completes during high school that makes it easier for them to transition from school to postsecondary education and/or the workplace.

Onboarding: Onboarding Is the process for introducing those new to the process, especially new business partners and clients, to the information, systems, and expectations of the project process.

Pain Points: Pain points are the issues stakeholders are experiencing that contribute to and help define the problem.

Pitch: Not to be confused with the elevator pitch, the "pitch" usually references the full pitch of the problem solution. During the pitch, students should include evidence documenting support for their claims.

Project Process: The process student(s)will use to complete the project, the project process is often an accepted method used to design new systems, technology, or products like the design thinking process.

Retrospective: Student teams can use the retrospective process to assess their problem-solving system, review their working agreement, and resolve conflicts.

RWL Coordinator: The Real World Learning Coordinator is the person employed by the district who Is tasked with making connections between business partners and students to create real-world learning opportunities. They can support teachers as they design effective projects.

Stakeholders: Stakeholders are the people impacted by the problem students are attempting to solve. They may also be referred to as end users.

Stand-ups: Stand-ups are short presentation (always standing!) students use to summarize their progress and next steps.

Subject Matter Expert (SME): An SME is a person other than the client with expertise in the field students are working in who helps support the students' work and provides resources and/or feedback.

Working Agreement: The working agreement defines expectations of roles and norms while the students work on the project. It helps students work at the highest functioning level and creates an awareness of both the positive and negative behaviors that can impact the project.

Month _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Notes:

_____

_____

Month _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Notes:

_____

_____

Month _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Notes:

_____

_____

Month _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Notes:

_____

_____

Real World Learning —

DESE Youth Apprenticeships

www.dese.org

Perry Gorrell - Perry.Gorrell@dese.mo.gov

JE Dunn Construction

www.buildingthefuture.jedunn.com

Chera Hishaw - chera.hishaw@jedunn.com

Junior Achievement of Greater Kansas City

jagkc.org

Laura Wagner - lwagner@jagkc.org

KC Common Good

Area of Focus: Entrepreneurial Experiences, Internships

Adam McClun - kccommongood.org

Real World Learning —

Notes

DESE Youth Apprenticeships
www.dese.org
Perry Gorrell - Perry.Gorrell@dese.mo.gov

JE Dunn Construction
www.buildingthefuture.jedunn.com
Chera Hishaw - chera.hishaw@jedunn.com

Junior Achievement of Greater Kansas City
jagkc.org
Laura Wagner - lwagner@jagkc.org

KC Common Good
kccommongood.org
Adam McClun - kccommongood.org

KC STEM Alliance
www.kcstem.org
Callen Fairchild Zind - czind@kcstem.org

Lil' Smarties Preschool
www.lilsmarties.org
Marsha Garrett - mgarrett@familyrhm.org

Real World Learning—

Notes

ProX
www.proxsummer.org
Anna Hennes - ahennes@kauffman.org

The Village Initiative
www.villageinitiativeinc.com/
Micah Latimer - micahlatimer.villagekc@gmail.com

Transition Zone
www.tzonekc.org
Jacqueline Buycks - jackie@tzonekc.org

Uncover KC
www.uncoverkc.org
Brent Lager - brent@uncoverkc.org

Webco Manufacturing, Inc.
www.webcomfg.com
Lyndon Davis - lyndond@webcomfg.com

Wornall/Majors House Museums
www.wornallmajors.org/
Sarah Goebel - administrator@wornallmajors.org

Yep KC
www.kcscholars.org
Sharmelle Dionne Winsett - swinsett@kcscholars.org

Project Process: Strategies & Resources

There are several strategies you can use as the process when implementing projects. Choose the one you are most comfortable with and utilize the network and resources below to support your strategy In your classroom.

Real World Learning

Entrepreneurial Mindset/ Problem Solving Strategies

- Design Thinking
- Human-Centered Design
- Creative Intelligence
- Lean Startup
- Interaction Design
- Life-Centered Design
- Strategic Design
- TRIZ

Links to resources

Resources & Support

- BUILD
- Junior Achievement
- Startland EDU
- DECA/FBLA/SkillsUSA/HOSA
- MoonshotJr.com
- Network for Teaching Entrepreneurship