



Linked Learning Middle School Certification™ indicates that all core components of Linked Learning are in place, and basic data about the pathway are used to inform program design. Learn more at [LinkedLearning.org/Certification](https://www.linkedlearning.org/certification).

Linked Learning Middle School Standards represent an extension of the evidence-based Linked Learning standards for high-quality college and career preparation. Designed to engage students in real-world learning experiences connecting core academics to career awareness and exploration, the Linked Learning Middle School Standards will prepare students to succeed in high school and beyond.

The standards provide educators with a framework for middle school college and career preparation aligned to high school Linked Learning pathways and the rigorous academic expectations of a college prep curriculum, setting the stage for high school and postsecondary success.

EQUITABLE ADMISSIONS POLICY

PROVIDING ALL STUDENTS EQUITABLE ACCESS TO HIGH-QUALITY HIGH SCHOOL, COLLEGE, AND CAREER PREPARATION.

DOMAIN	MEETING THE STANDARD	ARTIFACT GUIDANCE
0.0 Pre-requisite	The pathway has an equitable, open admissions policy based on student interest and without regard to prior academic experience. The emphasis on equity is made explicit in pathway, school, and/or district admissions policies demonstrating that students of all socio-economic, racial, ethnic, and academic ability levels have access to the pathway. The pathway employs strategies to ensure it serves a student population that reflects the make up of the school, district, and/or community in which it resides.	Provide a district or pathway policy statement or application document that clearly states the open admissions policy and commitment to equity. Provide samples that highlight recruitment or point to data or other evidence that there is equity-minded approach to recruitment.

INTEGRATED PROGRAM OF STUDY

STUDENT-CENTERED LEARNING CONNECTED TO POSTSECONDARY AND INDUSTRY EXPECTATIONS.

DOMAIN	MEETING THE STANDARD	ARTIFACT GUIDANCE
1.1 Cohort Structure	The schedule allows for student cohorting of one CTE/career-themed course with two core academic classes, giving students a common cross-curricular learning experience.	Provide a master schedule or other document demonstrating student cohorting for at least one CTE/ career-themed course and two core curriculum courses.

<p>1.2</p> <p>Complete Program of Study</p>	<p>The pathway provides students with an integrated program of study that emphasizes cross-curricular project based learning which:</p> <ul style="list-style-type: none"> • Incorporates core academic standards and CTE/industry-aligned standards • Allows students to gain an understanding of the world of work • Aligns with district college and career readiness standards and with industry-alike high school pathways • Requires students to demonstrate their learning through a performance task at least once each year <p>The course of study includes a two-course sequence of CTE/career-themed classes.</p> <p>The pathway is guided by pathway student learning outcomes and a mission/vision statement.</p> <p>High school partners are engaged in the program of study design to ensure articulation with high school pathway experiences and outcomes.</p> <p><i>Exceeding standard:</i> The pathway team engages industry and high school partners in the program of study design to ensure relevant connections to industry skills and standards.</p>	<p>Provide a comprehensive course sequence that includes all courses offered to pathway students. Document must clearly show sequenced courses for CTE/career-theme and provide pre-requisite A-G or other state university approved courses by grade level such that a completer is prepared for A-G high school coursework.</p> <p>Provide artifacts that demonstrate partner input into the program of study.</p>
<p>1.3</p> <p>Interdisciplinary Project Design and Assessment</p>	<p>Students complete one or more interdisciplinary project for each grade level in the pathway. These projects integrate learning from the academic and career-themed/CTE courses that form the program of study, and require students to engage with and demonstrate achievement of interdisciplinary learning outcomes.</p> <p>Performance tasks are used to assess student mastery of interdisciplinary learning outcomes, including a culminating experience in which students demonstrate connections between their career learning and core academics and are assessed based on defined student learning outcomes.</p> <p>Students self-assess their learning experiences and provide project feedback. These student assessments and feedback are used to inform project design and student supports necessary to ensure success for all students.</p>	<p>Upload an artifact such as an assignment, rubric, or anonymized student work sample. (Supporting evidence could include the relevant content standards, student learning outcomes that the culminating experience is designed to demonstrate.)</p>

WORK-BASED LEARNING

A CONTINUUM OF MEANINGFUL EXPERIENCES WITH WORK AND REAL-WORLD APPLICATIONS OF LEARNING.

DOMAIN	MEETING THE STANDARD	ARTIFACT GUIDANCE
2.1 Work-Based Learning Plan	<p>The pathway adopts a worked-based learning (WBL) continuum that provides a sequence of experiences for students to gain awareness of a broad range of careers within the industry theme, and explore specific careers of interest.</p>	<p>A pathway-specific WBL plan identifies student activities at each grade level. It serves as a roadmap for educators and community partners in the design and implementation of a coherent and complete set of experiences for all students along a WBL continuum. Students and parents use the WBL plan to understand the goals and expectations of integrated work-based learning.</p>
2.2 Work-Based Learning Experiences	<p>Students gain broad awareness of career options aligned to the industry sector theme through career awareness activities linked to the program of study.</p> <p>All students learn about particular careers in which they are interested through career exploration activities linked to the program of study.</p> <p>Quality work-based learning includes opportunities for student self-reflection and feedback from providers. Students self-assess and receive constructive critique from industry professionals.</p>	<p>Pathway indicates details of experiences, including participating classes, soft skills curriculum use, date range, number of students participating, estimated total hours per student, type of activity, related course(s).</p> <p>Artifacts might include Advisory Board agendas, evidence of feedback, and evidence of partner participation.</p>

INTEGRATED STUDENT SUPPORTS

MEETING THE DEVELOPMENTAL NEEDS OF EACH YOUNG PERSON TO EQUIP ALL FOR A SUCCESSFUL TRANSITION TO HIGH SCHOOL, COLLEGE, AND CAREER.

DOMAIN	MEETING THE STANDARD	ARTIFACT GUIDANCE
3.1 High School, College, and Career Preparation and Support	<p>All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities.</p> <p>Students understand and reflect on the connection between their academic and career goals and are asked for their feedback and input regarding the program of study. Students create a plan that incorporates their personal, academic, and career goals. They have the opportunity to work toward their college and career goals through a variety of college awareness and preparation activities, and through job application activities and professional skill building that prepare them to navigate career choices.</p> <p>Students are made aware of high school pathway choices and the process for enrollment in the high school and pathway of their choice. They are prepared for high school through an understanding of academic expectations and high school learning outcomes as defined by the district.</p> <p>Social-emotional learning (SEL) opportunities are provided to all students.</p>	<p>Upload artifacts that provide a sense of how student support is provided.</p> <p>Provide artifacts related to SEL provided to all students. It could be a set of practices and principles used in instructional design and delivery and/or a specific program that has been adopted and implemented.</p> <p>Student feedback on learning experiences and how the pathway acts on that feedback.</p> <p>Student reflections connecting career learning with college prep academics.</p>
3.2 Student Orientation	<p>All students are prepared for pathway success through orientation activities that clearly communicate pathway academic and work-based learning expectations. In addition, all students are made aware of academic and social-emotional support resources available to them and how those resources may be accessed. This information is provided at least on an annual basis and are accessible by parents and students.</p>	<p>Provide an artifact from an orientation event for students and families that clearly shows that the program content supports the objectives of this standard. Artifact should contain pathway-specific information in addition to any whole-school supports available (as applicable).</p>
3.3 Individual Student Supports	<p>Individual student needs of all students, including those with special designations (ELL, SPED, foster youth, etc.) are addressed through a diverse set of strategies that include differentiated classroom instruction, direct instructional supports (tutoring, supplemental curriculum), social-emotional learning, and counseling services. These supports are provided by a combination of pathway, school and district resources, and/or through community partnerships. A priority is placed on parental inclusion where appropriate.</p> <p>Pathway students understand the relevance of their program to preparing them for life after middle school, and how the pathway is preparing them for high school expectations. Student feedback is solicited on at least an annual basis, and is used to inform pathway improvement and responsiveness to support needs.</p>	<p>Provide artifacts that demonstrate the implementation of individual student support programs such as MTSS protocols, counseling, tutoring, home visits, ELL, and SPED classroom support.</p>

DATA COLLECTION

COLLECTING AND ANALYZING DATA TO MONITOR STUDENT OUTCOMES THROUGH AN EQUITY LENS AND TO INFORM CONTINUOUS IMPROVEMENT EFFORTS.

PATHWAY DATA	DISTRICT COMPARISON DATA
Pathway completion (graduation rate)	
Number of students participating in career exploration activities	
Number of students participating in career awareness activities	
Chronic absences	X
Suspensions	X
Number of students participating in a presentation of learning	
Total number of students in pathway	X
Breakdown by gender	X
Breakdown by SES	X
Breakdown by demographic group	X
Median GPA	X