

Workplace Environment

Classrooms become students' "workplaces" to develop skills and dispositions needed in the world of work.

| PROTOCOL 1. ACTION STEPS — COLLABORATIVE LEARNING TEAMS | | | FULL IMPLEMENTATION |
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| Explore | Lay groundwork | Begin implementation | |
| Explore how students in high school simulated workplaces or other programs work in collaborative teams, successfully taking on authentic roles and responsibilities modeled on the world of work. | Plan within grade-level teams (and cross-grade teams as needed) how to organize classrooms into collaborative teams, with teachers and students taking on authentic workplace roles and responsibilities. | With student input, organize collaborative teams that include authentic roles and responsibilities for students and teachers modeled on the world of work; provide leadership training or coaching for students. | Classrooms are routinely organized in collaborative teams to accomplish project-based learning or other goals. Students and teachers expect to take on authentic workplace roles and responsibilities. |
| PROTOCOL 2. ACTION STEPS — STUDENT GOAL SETTING AND MONITORING | | | FULL IMPLEMENTATION |
| Explore | Lay groundwork | Begin implementation | |
| Explore the Empowerment Skills ¹ and various options students can use to set their own goals, monitor their progress, and document their growth (e.g., scorecards, portfolios, notebooks). | Plan how to support students in setting their own goals toward developing Empowerment Skills and how to monitor and document their own growth; procure any needed materials or resources. | Introduce students to the Empowerment Skills and guide them in setting their own goals; help them set up systems to monitor, self-assess, and document progress. | Students routinely set goals (short- and long-term) toward developing Empowerment Skills; and monitor, self-assess, and document their own progress. |
| PROTOCOL 3. ACTION STEPS — COLLABORATIVE DECISION MAKING | | | FULL IMPLEMENTATION |
| Explore | Lay groundwork | Begin implementation | |
| Explore how to empower teachers and their students in developing classroom and school decision-making practices. | Plan teacher and student empowerment structures (e.g., teacher teams and rotating or elected student leadership teams) for decision-making at the classroom and school levels. | Practice shared decision-making (within planned structures) that contributes to teacher and student empowerment and ownership, seeking coaching or other supports as needed. | Instructional and programmatic decisions are made with input from students and teachers, demonstrating an ongoing commitment to inclusive processes. |

¹ The Empowerment Skills include Knowledge, Thinking, Mindset, Communication, and Collaboration