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Academy-Based Learning: The High School Education You Wish You Had

Marion Ramos

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Marion Beatrix Ramos

California State University, Monterey Bay

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Dr. Patty Whang, Instructor

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Abstract

This capstone project focuses on the impact of high school academies on student success. This is

important because high school academies provide students with cross-curricular experiences

related to a specific pathway or field they are interested in. An evidence-based argument is

offered that high school academies provide specialized programs catering to students' interests

and career aspirations. These academies provide students with a comprehensive and challenging

curriculum that enhances their academic performance and prepares them for college and career

readiness. By focusing on a particular subject or field, students receive a high-quality education

that fosters their skills and knowledge in a specific area.

Additionally, these academies allow students to gain hands-on experiences to succeed after high

school. The primary stakeholder perspective chosen were four high school principals and two

academic counselors because they are the ones who foresee their respective institutions and how

to give their students the best education possible. Three theme options emerged from an analysis

of the data and were explored as ways to address the issue presented.

Setting the Stage

Ever since I could remember, I have always been passionate about helping others, especially in a teaching setting. It started as a role-playing game that I did with my younger sister, and it then progressed into a more beneficial thing where I tutored her based on the materials she was learning at school. So it was no secret that this was a career that I wanted to pursue. However, I found it very difficult to gain any knowledge about the field because only some programs in my high school provided guided instruction that catered to the area I wanted to pursue: education. Though clubs and other extracurricular activities were available at my school, no general curriculum helped students get hands-on experience with a pathway or talent they wanted to pursue. This is where I became interested in the idea of a high school where they practice academy-based learning.

I first learned about ABL, or academy-based learning, through some of my peers in my current cohort for my Liberal Studies program. According to them, academy-based knowledge is where students choose a pathway, such as medicine, education, and media, among others, during the end of their first year of high school. Soon after, their curriculum will be surrounded based on that program. For example, a student who chose the media pathway may create a video on Romeo and Juliet instead of an essay. I felt jealous when I heard about this because I wish my high school had a similar program. After all, this could also help those students who are still undecided about what career they want to pursue. Also, ABL can provide students with hands-on experience in their chosen field, not just being taught based on what the textbook says. Though I did not experience ABL hands-on, I am still gravitating toward the overall idea of this alternative learning method because each student will not always understand one way of learning. We

should start teaching them something that matters and that they will eventually use in the long haul.

Growing up, I never thought there were other ways that students could learn and that there were different ways to teach the curriculum that were engaging, supplemental, and beneficial to my overall learning. My interest in this topic is not to imply that schools should get rid of traditional schools or teaching altogether, but what I am trying to imply is that schools, exceptionally high schools, should implement some sort of "school within a school" into their academics because it will give students expert instructions and be able to gain skills and knowledge that is beneficial for their future after graduation.

<u>Literature Synthesis and Integration</u>

Academy-based learning is an educational approach that offers specialized, career-focused pathways within a high school setting. These academies typically provide students with a focused curriculum, hands-on learning experiences, and opportunities for internships or apprenticeships in specific fields of interest (Kemple & Snipes, 2000). The primary goal of academy-based learning is to prepare students for college and career success by providing them with the knowledge, skills, and experiences necessary for their chosen career paths.

Additionally, academy-based learning equips students with the necessary skills and knowledge for their chosen career fields. By aligning the curriculum with industry standards and involving local community partners, academies offer students authentic learning opportunities that bridge the gap between classroom instruction and real-world applications. This exposure to practical experiences enhances students' career readiness, facilitates their transition to the

workforce or further education, and increases their long-term employability (Kemple & Snipes, 2000)

Furthermore, academy-based learning is a specialized approach that provides students with focused pathways, relevant experiences, and career preparation within a high school setting. It applies to student success as it engages students, enhances their academic achievements, equips them with industry-specific skills, and cultivates essential 21st-century competencies. By aligning education with real-world applications and student aspirations, academy-based learning empowers students to thrive academically, pursue their career goals, and become productive members of society.

What is the opportunity?

Programs such as academy-based learning offer a range of opportunities that can greatly benefit students in their educational journey. This innovative approach to education provides personalized and career-focused experiences that help students develop essential skills and enhance their overall academic achievement and post-secondary readiness.

One significant opportunity provided by academy-based learning is the chance for students to explore their interests and passions in a specialized field. Through focused coursework, hands-on projects, and partnerships with industry professionals, students can delve deeper into areas of study that align with their career aspirations (Woods, 2017). This opportunity allows them to gain valuable knowledge, develop specialized skills, and build a strong foundation for future academic and professional pursuits.

Additionally, academy-based learning programs provide students with real-world experiences through internships, job shadowing, and industry partnerships. These opportunities allow students to apply their learning in authentic settings and develop practical skills directly

transferable to the workplace (Stone, Alfeld, & Pearson, 2008). By engaging with professionals in their chosen fields, students can gain valuable insights, network, and make informed decisions about their future career paths. Moreover, academy-based learning can contribute to developing essential 21st-century skills such as critical thinking, problem-solving, collaboration, and communication. The emphasis on project-based learning, teamwork, and real-world applications helps students cultivate these skills, preparing them for success in higher education and the workforce (Kemper & Snipes, 2000)

What should be done?

Implementing academy-based learning effectively requires careful attention to certain key factors. First, establishing solid partnerships and collaborations between schools, employers, and community organizations is crucial. These partnerships provide students with authentic learning experiences, internships, and mentorship opportunities that bridge the gap between classroom learning and real-world applications. Such collaboration fosters meaningful connections and exposes students to diverse career pathways, enhancing their understanding of the relevance of their education to future employment (Dounay, 2013).

Secondly, comprehensive and ongoing professional development for educators is vital to ensure the successful implementation of academy-based learning. Teachers need training and support to effectively design and deliver curricula aligned with industry standards, integrate project-based learning approaches, and utilize the latest technologies (Rutschow et al., 2019). Professional development programs can empower educators with the necessary knowledge and skills to engage students effectively and create meaningful learning experiences.

Additionally, fostering equitable access to academy-based learning is essential. Efforts must be made to eliminate barriers and ensure that all students, regardless of their background or

circumstances, have equal opportunities to participate in and benefit from these programs (Dounay, 2013). This includes addressing issues related to transportation, financial constraints, and the need of diverse student populations.

<div align="center">Methods</div>

For this Capstone Project, the researchers investigated how teachers and school administrators view academy-based education and what they thought could be done to improve it. Based on an analysis of the data and the relevant research literature, the researchers used what they have learned to formulate an action that responds to the benefits and opportunities provided by academy-based education in a way that inspires, informs, or involves a particular audience.

Context

W.V. High School is in W.V., California, part of the Pajaro Valley Unified School District. Situated in the suburbs, W.V. High is in a residential neighborhood. According to their School Accountability Report Card from the 2021-22 school year, W.V. High's demographics include 2319 total enrolled students, 95.5% Hispanic or Latino, 3% White, 0.5% Asian, 0.3% Black or African American, 2% Native American, 0.2% Filipino, 0.1% Native Hawaiian or Pacific Islander, and 0.1% Two or more races (SARC, 2021). Additionally, 90.5% of the student population is socioeconomically disadvantaged, 25.6% are English learners, 16.6 are students with disabilities, 14% are homeless, and 0.3% are foster youth.

S.A. High School is a high school located in S.A., California, and is a part of the Salinas Union High School District. Situated in the suburbs, S.A. High School is in a residential neighborhood. According to their School Accountability Report Card from the 2020-21 school year, S.A. High's demographics are as follows: 72.5% Hispanic or Latino, 20.0% White, 2.1% Asian, 1.7% Filipino, 1.2% Black or African-American, 0.4% Native Hawaiian or Pacific

Islander, with less than 0.3% identifies as American or Alaska Native and 1.6% of the population

has two or more races. Of a cumulative 2,830 students, a total of 1,867 students are considered

socioeconomically disadvantaged, 315 students with disabilities, about 302 are considered as

English Learners, 60 students are receiving migrant education services, 32 students are

considered homeless, and 12 that are in the foster care system.

MTY High School is located in MTY, California, and is a part of the MTY Peninsula

Unified School District. Situated in the suburbs, MTY High School is in the midst of a

residential neighborhood. According to their School Accountability Report Card from the

2021-22 school year, MTY High's demographics are as follows: 50.1% Hispanic or Latino,

29.4% White, 6.8% Asian, 4.5% Filipino, 4.5% Black or African American, 2% Native

Hawaiian or Pacific Islander, 1.4% of the student population has two or more races, and 1%

American Indian or Alaska Native. In a cumulative 1, 292 students, a total of 48.3% are

socioeconomically disadvantaged, 10.2% are homeless, 8.1% are students with disabilities, 7.6%

are classified as English Learners, and 0.1% of the population are in foster care.

S.S. High School is a high school located in S.S., California and is part of the MTY

Peninsula Unified School District. Situated in the suburbs, S.S. High School is in the midst of a

residential neighborhood. According to their School Accountability Report Card from the

2020-21 school year, S.S. High's demographics are as follows: 76% Hispanic or Latino, 6.6%

Filipino, 5.6% White, 5.5% Black or African American, 3.2% Native Hawaiian or Pacific

Islander, 2.6% Asian, 0.6% of the student population has two or more races, and 0.3% American

Indian or Alaska Native. In a cumulative 1,026 students, a total of 84.4% are socioeconomically

disadvantaged, 19.1% are English Learners, 18.5% are homeless, 9.8% are students with

disabilities, and 0.3% are in foster care.

Participants and Participant Selection

W.V. High School was chosen because it is one of the few schools that serves students in an academy-based classroom setting. Additionally, two of our team members have prior experience with this type of curriculum style.

Dr. Flowers. W.V. High School principal who was invited to participate due to her role as a high school principal

Mr. Ross. W.V. High School administrator, who was invited to participate due to his responsibilities with registration and academies

S.A. High School was chosen because it is one of the few schools that serves students in an academy-based classroom setting. Additionally, two of our team members have prior experience with this type of curriculum style.

Mrs. Doe. S.A High School administrator who was invited to participate due to her responsibility as a high school principal.

Mr. Jones. S.A. High School administrator who was invited to participate due to his responsibility as a high school counselor in charge of the GREEN academy.

Mrs. Bloom. S.A. High School administrator who was invited to participate due to her responsibility as a high school counselor in charge of the FAST academy.

MTY High School was chosen because it is one of the few schools that serves students in an academy-based classroom setting. Additionally, two of our team members have prior experience with this type of curriculum style.

Mr. Norris. MTY High School administrator who was invited to participate due to his responsibility as a high school principal.

S.S. High School was chosen because of their different approaches when it comes to

student learning (they use the project-based learning approach). Additionally, one of our team members has prior experience with this type of curriculum style.

Mr. Smith. S.S. High School administrator who was invited to participate due to his responsibility as a high school principal and to provide a different perspective.

Researchers

This topic is meaningful for two members of this team, Derek and Desiree, because they were lucky enough to go to a high school where they implement academy-based learning into their curriculum. By incorporating familiarity or interest in a field, it allows students to learn more and be involved in the work that is involved in the classroom. Additionally, it allowed for them to gain hands-on experience within the academies that they selected at the time. Students were put into cohorts with people that had the same interests, which made it easy to build relationships with those around them. Something worth noting as well is that the academies are tied into the curriculum via readings, books, or assignments that relate to their chosen cohorts. Marion, on the other hand, went to a high school that had a traditional approach to curriculum and hands-on courses were scarce and were only available through electives or voluntary work outside of school. This topic is meaningful to her because despite knowing what she wanted to pursue, which was education, there were not much available resources for her that the school provides in order to gain hands-on experience in her chosen pathway.

Semi-Structured Interview and Survey Questions

1. What do you know about academy-based learning? What do you see as the challenges with having an ABL school; or What are you most concerned about when it comes to ABL?

2. What is currently being done to sustain ABL or increase the implementation of ABL - by whom - and what are the strengths and weaknesses of these efforts?

3. What do you think should be done about improving the ability of schools with ABL to sustain

the academies, or increaing the implementation of ABL into schools that do not have it in place

yet?

4. What do you think are the challenges to sustain academy-based learning and/or persuading

others about the benefits of implementing ABL?

5. Is there anything else that you would like to say about ABL and/or sustaining or implementing

ABL?

Procedure[1]

All participants were interviewed in person. Most of the participants were school

principals, assistant principals, or counselors, who may be affiliated or are in charge of the

academies. All interviews took place in a manner that is comfortable and relaxing, where

interruptions and distractions were minimized. Each interview took less than an hour and is

audio-recorded (with the consent of the participants). A semi-structured interview format was

used for online interviews, to allow follow-up questions to unclear, interesting, or unexpected

responses or questions. All interviews and surveys were scheduled based on the availability of

the interviewees and took no longer than approximately 30 minutes to complete.

Data Analysis

Transcribed interviews were coded and analyzed for emergent themes.

<div align="center">Results</div>

For this Capstone Project, four principals, one assistant principal, and two counselors

were interviewed to see what they think could be done to improve high school academies and its

benefits to students. This is important because high school academies are beneficial because they

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[1]

provide students with a more specialized education. In an high school academy, students can choose to focus on a specific field of study such as STEM, performing arts, or healthcare. This will allow them to explore or study their interests in greater depth, taking more advanced courses and gaining hands-on experience through internships and other opportunities. As a result, students in high school academies receive a more comprehensive education in their chosen field, which can be beneficial in college and their future careers. Based on an analysis of the data and the relevant research literature three themes emerged (see Table 1).

Evidence-based decision-making required evaluating each potential Action Option by the following criteria: cost, effectiveness, and necessity. Cost is an essential factor to consider when implementing high school academies because academies often require significant financial resources to establish and maintain. These resources may range from hiring specialized teachers, purchasing equipment and materials, and developing a curriculum. Effectiveness is a crucial factor to consider when implementing academies because these programs aim to provide students with specialized education and skills that prepare them for post-secondary education or employment.

Additionally, if the academies are not effective in achieving these goals, then they may not be worth the significant investment of the time and resources required to establish and maintain them. The third criterion is necessity. This is an important factor to consider when implementing high school academies. These programs should be designed to address a specific need or gap in the educational system that general education programs cannot meet. Based on the evaluation of each Action Option, action will be recommended and justified.

Table 1

Evaluation of Action Options

	Sustainability	Effectiveness	Necessity
Inequities in Education	Low/Medium	High	Medium
Personalized Learning	Medium	High	Medium/High
Student Engagement	High	High	High

Inequities in Education

Inequities in education can be an emerging theme in academy based learning by developing curriculum and educational resources that focus on addressing issues. Academy-based learning can provide equal opportunities for all students to learn and develop their skills, regardless of their background or socioeconomic status. By using technology and personalized learning approaches, students can receive a tailored education that meets their individual needs, which can help to reduce the impact of inequities in education.

Additionally, academy based learning can help to bridge the digital divide by providing access to technology and online resources for students who may not have access to them otherwise.

Personalized Learning

Personalized learning is a central theme in academy based learning because it focuses on adapting the curriculum to each student's learning style and pace. This approach recognizes that each student has unique strengths, weaknesses, and interests, and strives to tailor the educational experience to meet those individual needs. By providing students with a personalized learning experience, academy based learning can help them develop the skills, knowledge, and confidence they need to succeed in college, career and life.

Student Engagement

Student engagement is a critical component of any successful education program, especially for high school academies. Academy-based learning programs are designed to provide a more personalized and career-focused approach to education, and students engaged in these programs are more likely to benefit from their unique opportunities and resources. In this context, engagement involves participation, connection, attachment, and integration in particular settings and tasks (Newmann, 1989). Additionally, this also refers to the degree to which students are actively involved in their own learning, taking ownership of their educational goals and seeking out opportunities to deepen their understanding of key concepts. Research has shown that students who are engaged in high school academies tend to have higher level of academic achievement, improved attendance rates, and greater career readiness than their peers in traditional high school programs. This highlights the importance of fostering student engagement in academy-based learning environments (Kemple & Snipes, 2000).

During our research on high school academies, this theme emerged consistently across all of our interviews. Each of the three principals and two academic counselors that we spoke with stressed the importance of keeping students engaged and invested in their education. When interviewing S.A. High School administrators, they shared several projects that academy students completed, which highlighted the hands-on approach to learning that is central to these programs. For example, the students in the woodshop/construction academy contributed in constructing gates for their respective parking lots. Here, students applied what they learned about measurements, volumes, and other aspects of building in order to successfully execute the project (O. Jones, personal communication, April 24, 2023). The counselor responsible for the sports academy also said that some seniors who are not physically involved in sports were

already assisting games as sports therapist in a supervised manner (L. Bloom, personal

communication, April 24, 2023). But the project that surprised us the most was when the

principal shared that the solar panels they have that surrounded the school, was campaigned and

proposed by their students. Though the students did not physically participate in the building of

these panels, but they were the ones that proposed the idea to the district and showed the plan to

several businesses that might be willing to participate (E. Doe, personal communication, April

24, 2023). Based on these projects, it is clear that student engagement is a crucial aspect of

academy-based learning, and schools that prioritize this approach are better equipped to prepare

students for success in college and beyond.

Recommendation.

Given the three emerging themes, we recommend that parents or middle school students

consider high school academies when choosing the right educational path. One effective way to

gather information about high school academies is to speak with surrounding schools that offer

specific programs. By doing so, parents and students can learn about the different types of

academies, their benefits, and their requirements. Additionally, speaking with high school

administrators can help students and parents make decisions about whether an academy aligned

with their interests and goals.

Concessions.

While speaking with high schools about academies can provide valuable information, it is

important to know it may not be the only source of information available. Other resources such

as online research and guidance counselors can also provide useful information into the benefits

and any potential drawbacks of these academies. Additionally, it is important to recognize that

high school representatives may be biased in favor of their own school's academies. However,

speaking with representatives from multiple high schools can provide a more well-rounded perspective on these programs. Therefore, while speaking with high schools about academies may have its limitations (which will be discussed in the next section), it remains a valuable tool in making decisions about a child's educational and career path.

Limitations

While academy-based learning can provide many benefits, there are also some limitations to consider. One potential limitation is the issue of equity and access. Not all students have equal access to high school academies, and some students may face barriers to participating, such as transportations or schedule conflicts. This may limit the potential benefits of academy-based learning for certain student and perpetuate inequities in education. Additionally, some critics argue that academy-based learning can lead to tracking and segregation, as students may be sorted into different programs based on their perceived abilities or interests (Lauen & Gaddis, 2019). This could have negative consequences for students who are not selected for or are unable to participate in high school academies, as they may miss out on specialized learning opportunities. Thus, not all academy programs may be equally effective in achieving their intended outcomes.

Potential negative outcomes.

While speaking with high schools about academies can be a valuable tool in making informed decisions about education, there are also some potential negative outcomes to consider. One potential risk is that high school representatives may provide biased or incomplete information about their academies in an effort to promote their schools or program. Additionally, some parents or students may feel pressured to choose a particular academy or school-based on information received from high school representatives, rather than considering other factors such

as their own interests and goals. Finally, some students or families may experience

disappointment or frustration if they are not able to enroll in their preferred academy or program

due to limited space or other enrollment criteria.

It is important to approach discussions with high schools about their academies with a

critical and discerning eye, and to supplement this information with additional research and

consultation with other sources such as counselors and academic experts. By doing so, parents

and students can make informed decisions about the educational options that are best suited to

their needs and aspirations.

Despite the limitations, concessions, and potential negative outcomes, we still

recommend that parents of future high school students speak with several surrounding high

schools is still the best action option for them to learn about the long-term benefits of

academy-based learning. Through our analysis and research, we have seen significant

improvements in student engagement, personalized learning experiences, and the bridging of

inequities in education. It is also crucial to acknowledge that further research and evaluation are

needed to fully understand the long-term effects and potential limitations of academy-based

learning. By continuing to study and refine these educational models, we can strive for

continuous improvement and ensure that all students have access to a high-quality and impactful

learning experience.

<div align="center">Action Documentation and Reflection</div>

For our capstone project, our primary goal was to spread awareness to parents with

students entering high school. We wanted to give them knowledge about high school academies

and the benefits it provides to students. In order to spread awareness of high school academies,

we have created a brochure that details what an academy is, its benefits, and data that reflects

attendance and graduation rates between academy and non-academy students. One thing that surprised us is how close the data was to the academy's graduation rate to non-academy students. Additionally, something that we should have expected from the data we collected form an interview was that one of high schools was prioritizing at-risk students to join their academies.

Initially, we planned to interview teachers and students using surveys. However, we could not complete this process due to time constraint and schedule differences. So this is why we decided on creating a brochure. Using this brochure, high schools that implement academies can distribute this resource to inform incoming Freshmen about the programs they offer at their schools. Prior to starting our interviews, we had the mindset that high school academies were mainly prioritizing cohorts, college and career readiness, and overall high school experience. What we did not realize was that academies also helped students who are considered at risk or those in low-income communities. Something that we tool away from this experience and working towards change is that there are different ways that we can reach out to our communities to discuss programs such as high school academies and how it can prepare students for college and beyond.

Throughout my capstone project experience, I gained valuable insights into the transformative power of education and its potential to drive positive change. Academy-based learning is an educational model emphasizing interdisciplinary collaboration, real-world problem-solving, and experiential learning. As my group delved deeper into this approach, I discovered its profound implications for fostering innovation, nurturing critical thinking skills, and preparing students for the challenges of the 21st century.

One of the key lessons I learned during my capstone project was the importance of breaking down the traditional barriers between different subjects and disciplines. In the ABL

environment, students engage in cross-disciplinary projects that require them to draw on knowledge from various fields. This approach enhances their understanding of different subjects and promotes a holistic perspective vital for addressing complex real-world issues.

Another significant takeaway from my capstone project was the emphasis on experiential learning. Rather than relying on textbooks and lectures, academy-based learning encourages hands-on, practical experiences that enable students to apply their knowledge in real-world contexts. By working on projects that have tangible outcomes and societal impact, students develop a sense of purpose and motivation to take ownership of their learning and become active participants in driving change.

Furthermore, academy-based learning instills critical thinking skills that are crucial for navigating the complexities of our rapidly evolving world. Students are encouraged to question assumptions, analyze information critically, and consider multiple perspectives. This inquiry process equips them with the ability to evaluate complex issues, identify biases, and make informed decisions. These critical thinking skills are essential for working towards change, enabling these individuals to challenge the status quo, identify systemic problems, and advocate for innovative solutions.

Overall, my experience with academy-based learning during my capstone project has shown me that education can be a powerful catalyst for change. By embracing interdisciplinary collaboration, experiential learning, and critical thinking, this approach equips students with the skills, knowledge, and mindset necessary to tackle the pressing challenges of our time. It cultivates a generation of learners who are not only academically proficient but also capable of positively impacting their communities. As I move forward, I am inspired to continue exploring

innovative educational models and advocate for their widespread adoption to drive meaningful change in our society.

Synthesis and Integration

MLO 1: Developing Educator

This learning outcome has significantly influenced my professional growth as a future public educator. Through critical thinking, writing, and speaking, I have developed a deeper understanding of the knowledge, skills, dispositions, and responsibilities required in various educational contexts. I have also acquired introductory pedagogical skills and integrated perspectives from educational foundations into my teaching practices. This outcome has expanded my perspective beyond the classroom, emphasizing collaboration with colleagues, engagement with the school community, and awareness of state and national educational contexts. Overall, this learning outcome has equipped me with the tools and insights necessary to positively impact students, schools, and communities.

This learning outcome has also fostered my ability to adapt and evolve as an educator. By engaging in critical analysis of the field, I have become more receptive to new ideas, research, and emerging trends in education. This openness to continuous learning has enabled me to stay current and responsive to the ever-changing needs of students and the educational landscape. Furthermore, developing my critical thinking, writing, and speaking skills has enhanced my ability to communicate effectively with diverse stakeholders, including students, parents, administrators, and policymakers. This skill set allows me to advocate for equitable and inclusive practices and contribute to meaningful discussions and decision-making processes at various levels.

MLO 2: Diversity and Multicultural Scholar

This learning outcome has profoundly shaped my professional growth by deepening my understanding of the influence of social identities, socialization practices, and societal institutions on individuals' experiences (Smith & Johnson, 2017). Through critical evaluation, I have gained insights into historical and contemporary perspectives, allowing me to recognize the complexities of diversity and multiculturalism (García & Ortiz, 2020). This heightened awareness has informed my educational practices and perspectives, enabling me to create inclusive learning environments that honor and respect the diverse backgrounds, experiences, and perspectives of my students.

By applying concepts and theories of diversity and multiculturalism, I have been able to develop curriculum and instructional strategies that promote cultural responsiveness, equity, and social justice (Banks, 2018). This approa allows me to address the unique needs and experience of each student, fostering an environment that values diversity (Gay, 2018). Furthermore, by considering the intersectionality of social indentities, I am better equipped to create inclusive educational practices that recognize and affirm the multiple dimensions of students' identities (Crenshaw, 1989). Overall, this learning outcome has provide me with the necessary tools and knowledge to critically analyze and understand the impact of social identities and social factors, enabling me to contribute to the development of a more equitable and just society through my role as an educator.

MLO 3: Innovative Technology Practitioner

This learning outcome has greatly influenced my professional development by equipping me with skills to effectively utilize technology for investigation, expression, design, and collaboration in educational context (ISTE, 2016). Through hands-on experiences and reflective

practices, I have developed a deep understanding of the role of technology in innovative teaching and learning (Holland and Muilenburg, 2011). I have learned to leverage various technological tools and and platforms to engage students, enhance their learning experiences, and promote active participatio in the learning process.

By critically reflecting on the role of technology in instruction, I have gained insights into its potential to facilitate effective teaching practices (Gibson & Oberb, 2004). I am now able to select and integrate appropriate technologies that align with instructional goals and promote student achievement. Additionally, I have become good at fostering collaborative learning environments through the use of technology, allowing students to collaborate, communicate, and create collectively (Johnson, Adams, & Cummins, 2012). These experiences have enhanced my ability to design and implement engaging and interactive lessons that cater to diverse learning styles and promote student agency.

MLO 4: Social Justice Collaborator

This learning outcome has significantly influenced my professional development by emphasizing the integration of disciplinary knowledge, community experience, and reflective practice to cultivate ethical and socially responsible educators dedicated to creating sustainable development. By combing disciplinary knowledge with practical experiences, such as community engagement and reflective practice, I have developed the skills and perspectives necessary to address social issues and contribute to positive change in education and broader societal institutions.

Furthermore, this learning outcome has fostered my ability to identify and pursue paths for social change (McIntyre-Mills, 2018). By critically examining access, equity, and justice in public education and other societal institutions, I have become an advocate for transformative

practices that promotes fairness, inclusivity, and social justice (Freire, 1970). Through

collaboration with stakeholders, including students, families, colleagues, and community

members, I have actively engaged in advocating for systemic changes that enhance access

access, equity, and justice in education (Mitra, 2018). By working collectively towards these

goals, I am actively contributing to realizing a more just and sustainable world.

MLO 5: Subject Matter Generalist

This learning outcome has been instrumental in fostering my professional development as

a future California educator by emphasizing the demonstration of subject area content

competency and the completion of a coherent depth of study for successful education practice

(Darling-Hammond, 2017). Through this outcome, I have gained the knowledge and skills

necessary to effectively teach and engage students in the subject area relevant to my field of

specialization. by attaining subject area expertise, I am better equipped to design and Implement

meaningful and engaging instructional experiences that support student learning and

achievement (National Council for Accreditation of Teacher Education, 2010). this competency

in area content is a solid foundation for my professional practice in California public education,

ensuring that I provide high-quality education to my students.

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Appendix

Appendix 1: Photo of our Brochure

Link:
https://www.canva.com/design/DAFipFhIv18/wnBNqfh8qLcEihnrbJp69A/view?utm_content=DAFipFhIv18&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Appendix 2: Sample Draft for Brochure

Dear ▮▮▮▮▮▮▮▮,

We hope this email finds you well. We are following up on our previous discussion regarding academy-based learning at ▮▮▮▮▮▮▮▮▮▮▮. We are delighted to share an informative brochure we have created to highlight the benefits of academy-based education at your school.

The brochure provides a comprehensive overview of the academies offered, their advantages, and their positive impact on student outcomes. This brochure will be a valuable resource for incoming students and their parents, as well as during recruitment events and orientation sessions. We have attached a digital copy of the brochure for your review and would appreciate any feedback or suggestions you have.

Digital Copy:
https://www.canva.com/design/DAFipFhIv18/wnBNqfh8qLcEihnrbJp69A/view?utm_content=DAFipFhIv18&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Best regards,
Marion Ramos, Derek Gomez, and Desiree Gomez
California State University, Monterey Bay
mariramos@csumb.edu, degomez@csumb.edu, desgomez@csumb.edu