



PORTRAIT OF A NEVADA LEARNER

School Name and District

Northeast Career & Technical Academy, Clark County

Names of Individuals and Roles

Ryan Cordia, Principal

Nicole Delgado, Assistant Principal

Roxane Thomas, Assistant Principal

Introduction

Self-Paced, Blended-Learning with a Career Focus

Northeast Career and Technical Academy is piloting a school model where all students are put in control of their learning path to shorten the timeline from freshman orientation to revenue generation. To allow for individualized instructional pathways, a three-part conceptual framework will drive the school. First, all students will conduct research to identify a job within their career and technical education pathway that will fulfill their financial and lifestyle goals. Second, students will complete core content classes at their own pace using a mastery-based, blended learning model, being mindful of how their learning will support them in gaining access to their goals. Third, students and staff will be grouped into career centered houses in the school where consistent relationships and support are built over four years. The student schedule will be curated based on the students desired job and progression through core content. Senior year will be used to accumulate college credits, industry credentials, or work experience based on the student income generation plan.

Intended Impact

- Make senior year a baton pass for revenue generation based on individual student interest.
- Learners own the process of school. Students will complete coursework at their own pacing based on the amount of time and teacher support they individually need to show mastery. Rather than allowing students to fail a class, learners will be given extra time and supported to demonstrate proficiency. The time required to complete a semester course will be determined by the student, not traditional calendars.
- Learners will graduate on time and with work experience, durable skills, and plan to generate revenue.

- Through a program centered housing system, learners will receive a team of teachers and staff who will loop with them from freshman through senior year.

Project Work

Administrative team developed a shared vision to enable students to earn credit in core classes at a pace based on their ability to show mastery. Students control how long they are a core class and what job they are preparing for.

Teachers were hired based on their interest in a flexible learning model, the use a blended learning, project based learning, collaborating, and a belief all students will achieve.










Next Steps

- Career and Technical Education (CTE) teachers trained the staff on revenue generation sources in their career fields during Staff Development Day in April.
- Core content teachers met in teams based on their content area 3 times over the course of 3 months for onboarding and brainstorming. Each team worked as an entire group to create one unit of study in one class. The purpose of this slow, intentional role out was to ensure each staff member understood the flexible model and the expectations for each unit of study.
- Meeting 1: The Change Curve was reviewed to help each team of teachers anticipate the various emotions they may feel as they work as a team to develop a new learning model. The vision was reviewed, and teachers were provided access to the online learning material for their courses, as well as pacing calendars as a tool to aid them in lesson planning. Additionally, teachers were provided clarity on how mastery would be measured, and how grades would be posted, accounting for the fact that students will complete semesters at varying rates.
- Meeting 2: The Change Curve was reviewed again. Teachers shared where they were on the change curve with their team, and explained why. To provide structure for team planning, the backwards planning model was reviewed with the team. Teachers then identified which content standards will be covered in the online learning platform for the first curriculum unit to determine what skills the performance tasks should measure. The concept of common scoring rubrics was introduced.
- Meeting 3: The final pre planning meeting. Each member of the instructional team volunteered to be responsible for developing supplemental content in alignment with the four-step learning model: Anticipatory Set activities and questions, a calendar that outlines pacing for independent practice, a discourse assessment, and a performance task. To ensure that all content developed by the team aligned with the unit standards, one member of the instructional team was named as "Unit Lead". Unit Leads also developed the Canvas shell, daily agendas, and ensured that Unit 1 pacing aligned with the provided Accelerated Pacing calendar.
- Going Forward: The administration provided feedback for each team, and then teams were allowed to start working forward independently.
- June 6-8, Arizona State University (ASU) Digital Prep joined our core teachers to support the development of curriculum, trouble shoot, and brainstorm.

Lessons Learned

- Change is more difficult than predicted. When leading up and down the organization, a clear vision, a clear path, and an emotional “why” are vital to winning stakeholder success. Developing the conceptual framework was equally important as getting stakeholder buy-in.
- We need to embrace and support the emotions related to the curve of change

Project Artifacts: Case Study Information

Artifact	Link	Description
Sample Pacing Calendars	<ul style="list-style-type: none">  APEX Eng 9 Pacing (Acc...  APEX Algebra I Pacing (...)  SEL CALENDAR FINAL 	<p>Timelines for students to complete coursework to complete work on a trimester schedule.</p> <p>Social-emotional learning calendar for elective/physical education teachers</p>
Sample Graduation Timeline	 Ne CTA Accelerated and...	Coursework by year in school for an accelerated student and for a student who needs additional time.
Sample Agenda	<ul style="list-style-type: none">  Brainstorming Sessin 1 -...  Brainstorming Session 2...  Brainstorming Session 3... 	Initial Brainstorming session with teachers.
Images	 NECTA Learning Model.j...	Visual Representation of the Learning Model for Students
Mission and Vision Work		
Research	Student Goal Setting	Teachers will review the Flexible Pacing Model with students using the provided pacing calendars and Graduation Timelines. Students will then set pacing goals for each of their core classes. Throughout the year, teachers will provide opportunities to reflect on their own progress towards their goals.
Videos	 Deliver a Dynamic Com...	Career Tree: overview of program being used to help students assess how they

		thrive and their revenue generation (career/lifestyle) goals.
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