LINKED LEARNING

Going for Gold: Breaking Down the Certification Process into Manageable, Actionable Steps

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Who We Are

BECCA BAUMANN – Linked Learning Program Specialist

- M.A. - Career & Technical Education, CSUSB
- B.A. - Graphic Design & Marketing
- Nearly 10 years in Career Technical Education

MICHAEL VERRETT – Machining Pathway Instructor

- B.S. – Mechanical Engineering, Cal Baptist University
- 13 Years in Education

MICHAEL BENNIE – Head Counselor

- M.A. – School Counseling, La Sierra University
- B.A. – Spanish, Pacific Union College
- 31 Years in Education

Indian Springs High School

San Bernardino, CA



- SBCUSD
- Founded in 2012
- Total Enrollment: 1700
- Pathways on campus: 6
- Pathway Enrollment: 702 (47%)

Silver vs. Gold: What is the difference?





Establishes that the core Linked Learning components are in place.	Demonstrates high-quality, rigorous, integrated implementation and positive, equitable student outcomes.
Uses pathway data, narratives, and artifacts.	Requires deeper data, narratives, artifacts, feedback calls, and an on-site review.
Valid for two years.	Valid for four years, with an interim two-year check-in.

When is your Pathway Ready to Go for Gold?

- A stable, sequenced program of study across pathway grade levels
- Meaningful cohorting and collaboration between CTE and/or core academic teachers
- Consistent work-based learning experiences, not isolated events
- A functioning pathway team with administrator, counselor, teacher, district, and partner involvement
- Student outcome data that can be reviewed by subgroup
- Artifacts that already exist or can be collected without recreating everything

Where to Begin

Start with structure

First Steps

- Silver Certification
- Confirm district approval and payment to initiate the Gold process.
- Enter the Certification Portal and review the standards before assigning writing tasks.
- Hold a kickoff meeting with the full pathway team.
- Create a shared certification checklist with:
  - Standard/domain
  - Required narrative
  - Supporting artifacts
  - Person(s) responsible
  - Due date
  - Status
  - Folder or portal link

The Certification Portal

- Pathway Overview
- Pathway Team
- Progress Overview
- Data
- Narratives + Artifacts

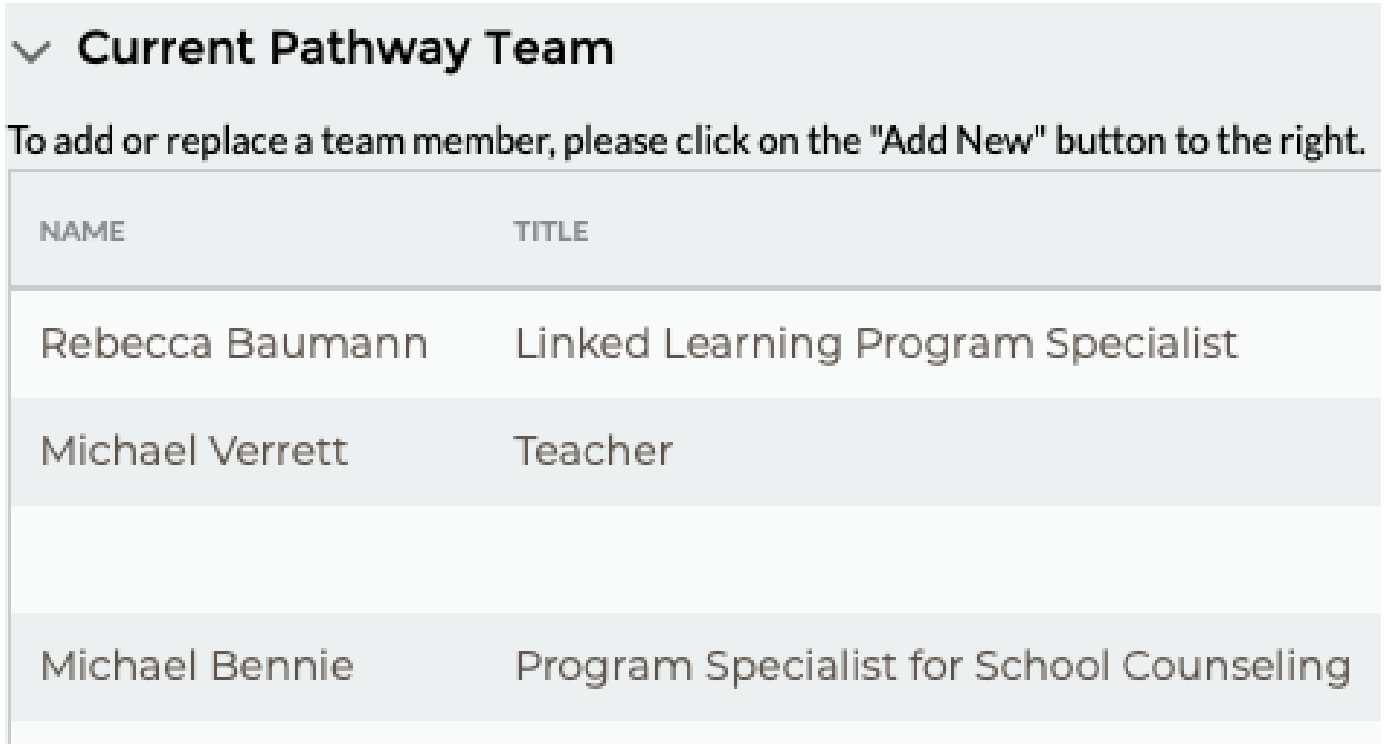
Pathway Overview

- Ensure the pathway description clearly communicates the pathway's industry theme, student experience, and postsecondary purpose.

- Keep language student-centered and consistent across materials.

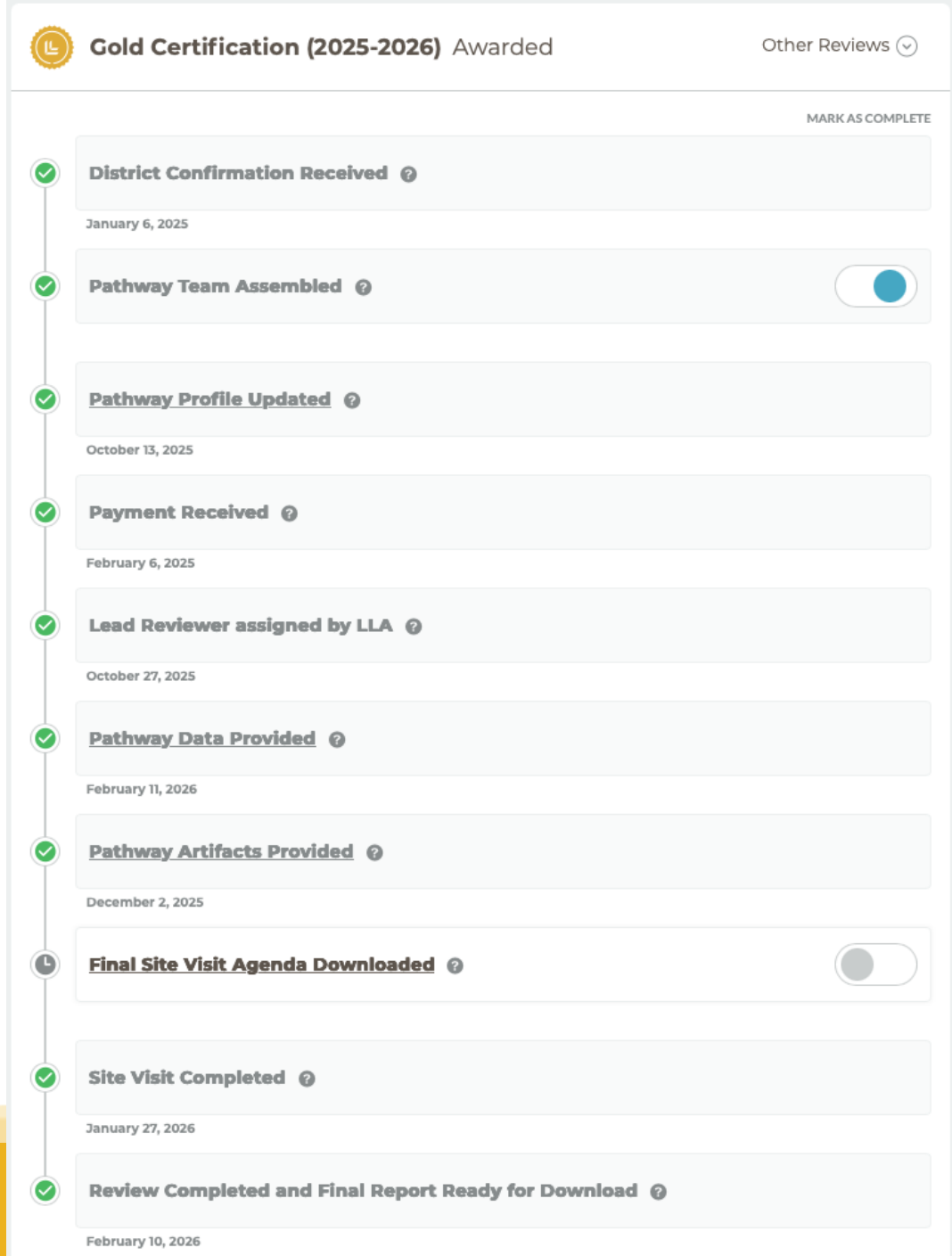
Pathway Team

- Add the people who make the pathway function:
  - Administrator
  - District personnel
  - Pathway lead
  - Program specialist
  - Cohorted/core-content teachers
  - Counselor
  - Work-based learning or partner liaison
  - Other support staff as appropriate



Progress Overview

- Use it as a project-management dashboard.
- Review it together during standing pathway-team meetings.



Data

- Your data should tell a story about access, participation, persistence, completion, outcomes, and equity.

Enrollment

TOTAL PATHWAY ENROLLMENT	2025-2026	2024-2025	N/A OR DID NOT COLLECT	EXPLAIN
Number of Students in Pathway *		154		
Number of 9th Grade Students in Pathway *		67	Select an Option	
Number of 10th Grade Students in Pathway *		53	Select an Option	
Number of 11th Grade Students in Pathway *		34	Select an Option	
Number of 12th Grade Students in Pathway *		14	Select an Option	

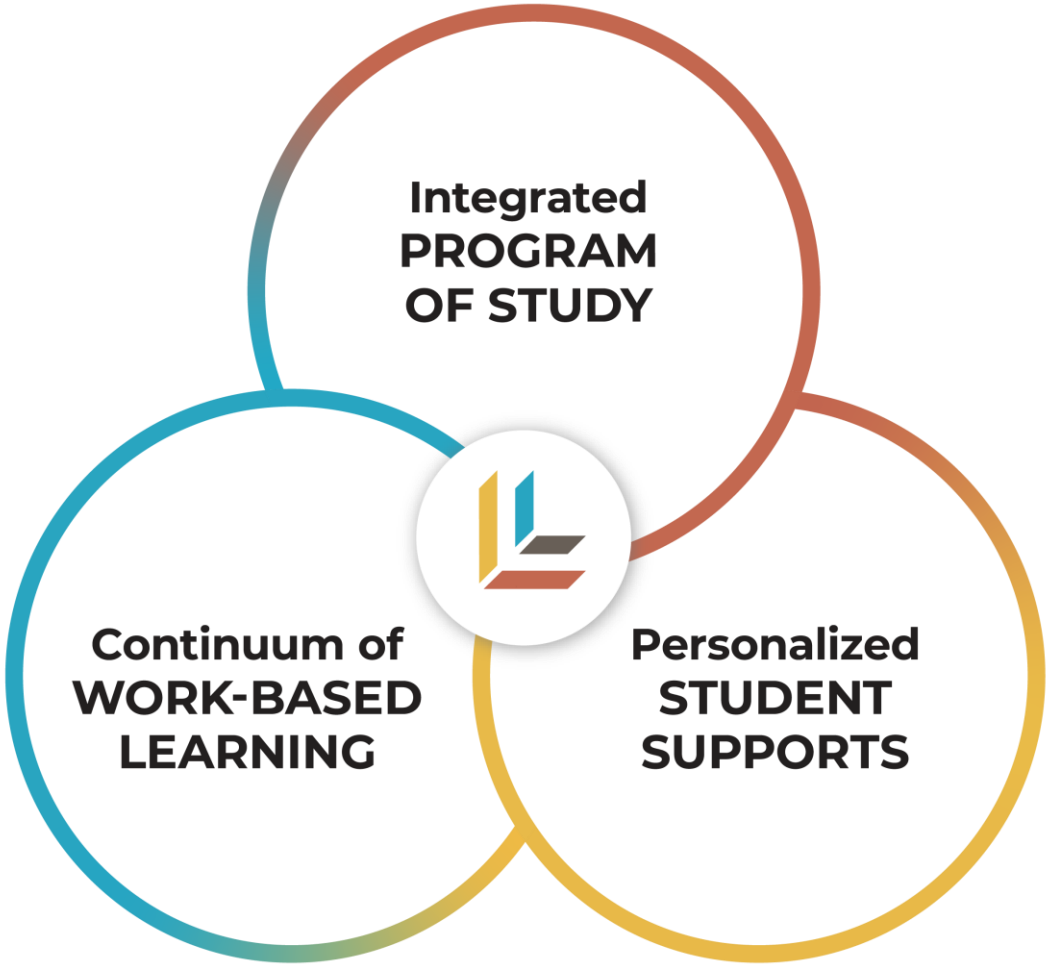
ENROLLMENT: PATHWAY DEMOGRAPHICS - ETHNICITY	2025-2026	2024-2025	N/A OR DID NOT COLLECT	EXPLAIN
American Indian/Native Alaskan *		0	Select an Option	
Asian *		6	Select an Option	
Black/African-American *		7	Select an Option	
Filipino *		2	Select an Option	
Hispanic/Latino *		143	Select an Option	

Narratives + Artifacts

The Heart of the Process

- → Claim
- → Evidence
- → Impact

Overarching Standards



Narratives + Artifacts

Please describe which classes share a common cohort of students at each grade level. Please note exceptions (students who are not part of cohort). If you do not meet the 50% threshold you must describe the reason and how you are addressing the need to provide students with an integrated curriculum. *

At Indian Springs High School, the Machining Pathway operates within the Manufacturing and Product Development industry sector, providing students with hands-on, industry-aligned learning experiences. While the program currently does not operate a fully cohorted model where students share their schedule within a formalized cohort, students experience meaningful cross-curricular integration through intentionally designed projects, pathway events, and collaborative learning experiences across core-content academic and CTE courses.

Artifacts:
1.1 Cohort Schedule - WBL Plan
1.1 Cohort Schedule - Program of Study

Intro to Machining (Grades 9–10)
Intro to Machining is an introduction into the conventional and high-tech manufacturing industry. The focus of this course provides students with an introduction to OSHA safety requirements, conventional machines, machining processes and maintenance. Understanding and creating basic blueprints, industry computer software (SolidWorks) implementation, 3D printing, and professions in the manufacturing industry while infusing essential 21st century leadership skills and etiquette to allow students to be successful in the manufacturing field.

Cohort Composition

7350/7500 Character Limit
Last Updated: 2025-12-02

Name files consistently —for example: *1.1 Cohort Schedule – WBL Plan* so reviewers can quickly see what each artifact supports.

- Address each standard and upload evidence that directly proves the claim in the narrative.
- Include the artifact name in your narrative so reviewers know where to find it.

Artifact Examples

- Cohort schedules and pathway course maps
- Integrated project plans, student work, rubrics, and public exhibitions
- Advisory agendas/minutes and partner feedback
- Work-based learning plans, internship documentation, & student reflections
- Recruitment and family-engagement materials
- Counseling plans, student support data, and intervention systems
- Data displays that are disaggregated and discussed by the team

MICHAEL VERRETT

Pathway-Lead Experience

Gold Certification Process

- Utilized checklist with linked narratives
- Uploaded artifacts to linked folder
- Used Google Classroom to get student work, photos, etc.

Building Family Engagement Over Time

- Connect with parents on Back-to-School Night
- Communication through parent square
- Annual Dinner Discovery Event
  - Pathway Parents come to see the lab, see student demonstrations and eat some food





MICHAEL BENNIE

Collaboration, Data, & Cohorting

Building Pathway Cohorts

- School-within-a-school model
  - Some schools have pathways with their own group of core-content teachers.
- Our school's approach:
  - Build pathway identity through consistent CTE instruction, common experiences, and collaboration across subject areas.
  - Future goal: Design master schedule to allow pathway students to have shared core teachers
- Focus on creating meaningful connections between students, teachers, coursework, and industry.

MACHINING CROSS-CURRICULAR PROJECT EXAMPLES

Year 1 – Math: Quadratic expressions

Year 2 – English: Standard Operating Procedure (SOP) report

Year 3 – Biology: The Human Impact Project

Gold Certification Timeline



Timeline

WEEK 1

Virtual introductory meeting with pathway team & reviewers

WEEKS 2-5

Draft narratives; collect, label, and upload artifacts

WEEKS 6-8

Preliminary virtual review; respond to feedback and close evidence gaps

WEEKS 2-5

Finalize site-visit schedule, focus groups, logistics, and presentation

WEEKS 6-8

Site visit preparation and site visit

Preparing for your Site Visit

- Welcome and pathway overview presentation
- Classroom and lab visits
- Focus Groups
- Student ambassadors
- End-of-day debrief

TIME	PER	OBJECTIVE	ROOM
8:00 AM - 8:35 AM	-	**Welcome Meeting** Breakfast, Meet & Greet & Pathway Presentation	Machining Collab Space
8:35 AM - 9:05 AM	**P.1**	**Focus Group #1 - Leadership**	Machining Collab Space
9:05 AM - 9:20 AM	**P.1**	**Machining Class + Lab Visit**	M-2
B R E A K (10 min)			
9:30 AM - 10:30 AM	**P.2**	**Focus Group #2 - Industry Partners**	Machining Collab Space
10:45 AM - 11:25 AM		**Classroom Visits**	
B R E A K (10 min)			
11:35 AM - 11:50 AM	**P.4**	**Machining Class + Lab Visit**	M-2
12:00 PM - 12:45 PM	**P.4**	**Lunch & Focus Group #4 - Teachers**	CTE Office
B R E A K (10 min)			
1:10 PM - 1:50 PM	**P.5**	**Focus Group #3 - Students**	CTE Office
B R E A K (10 min)			
2:00 PM - 2:25 PM	**P.6**	**Machining Class + Lab Visit**	M-2
2:30 PM - 3:00 PM	**P.7**	**Focus Group #5 - Parents**	Machining Collab Space
3:00 PM	**P.7**	**Linked Learning Debrief/Share Out**	Machining Collab Space

Feedback & Resources



- Gold Certification Standards
- Gold High School Review Guide
- Certification Data Guide
- Your checklist/template, if you are sharing it
- Certification Portal