

Advanced Career Memorandum of Understanding

Between
The Southern Regional Education Board
and

which is a part of _____

in the state of _____

To

Implement the _____
Advanced Career Program of Study

Advanced Career Vision

SREB envisions a network of high schools, regional technology centers and community and technical colleges offering high-quality Advanced Career programs of study to prepare students for college and careers in a 21st-century global economy.

The Need

Schools and district leaders are under pressure to prepare students for an array of postsecondary study options and employment upon graduation. Employers demand higher skills from workers who grasp complexity, understand technology, solve problems and possess the habits of mind and behaviors for success. High-demand, high-wage jobs are unfilled. When implemented with excellence, AC prepares students for success beyond high school.

The AC Solution

Design Principles

SREB provides high-quality curricula, teacher training and supportive services. Schools use the curricula to design an AC pathway of college and career-ready studies for students in grades nine through 14 or 16+ based on the **Key Features of Advanced Career** listed at the end of this document.

Implementation

Implementation of the AC curriculum with fidelity is paramount. Schools must offer at least three AC courses within a program area. Schools should develop partnerships with postsecondary institutions to develop dual credit opportunities for students. Schools should develop partnerships with local, regional and state business and industry representatives to provide students with experiences with subject matter experts. Ideally, students will have opportunities to earn industry credentials of value, participate in apprenticeships and enter a pathway leading to employment upon completing their AC pathways. Schools may deliver AC instruction in a traditional comprehensive high school or in a combination of settings, such as high school and community college, high school and area technical center or a hybrid method at either campus using on-site or online learning.

Advanced Career Network Recognition Process

SREB recognizes organizations and individuals that implement the **AC Design Principles** with fidelity by using a four-phase process from early adoption, through reflection and verification, to authorization as a recognized academy network member.

Districts

SREB recognizes districts that develop and sustain AC programs through instructional leadership in support of AC design principles. Recognized districts encourage and help schools to plan, measure progress and achieve success per the **AC Implementation Rubric**.

Schools

SREB acknowledges schools that offer one or more AC pathways and implement approaches that support common planning time for teaching teams and scheduling practices resulting in student success. Schools actively participating in each phase of the recognition process are eligible to receive special status and serve as showcase sites.

Teachers

SREB recognizes AC teachers and teaching teams for implementation of AC curricula and creative instructional delivery methods that increase student engagement and achievement. Teachers actively participate in **AC Summer Teacher Training Institutes** and are encouraged to assume AC leadership roles by teaching at future Institutes, sharing best practices and information in the online **AC Community of Practice**, or presenting at district, state, regional and national forums. They align local and state resources to AC course content, actively teach each AC project within a course and administer and analyze project and course assessments. They develop local partnerships, cultivate potential postsecondary options and encourage both in-person and virtual mentorships.

Students

SREB recognizes students as **AC Completers and AC Scholars** as outlined in the **AC Network Recognition Guidelines**. SREB also recognizes students who achieve proficient or advanced status on the AC end-of-course assessment.

SREB agrees to provide leadership and support for the following activities:

1. Ensure continuous access to updated curricular content and assessments.
2. Conduct initial professional development institutes for AC teachers and national workshops for support teams of partner academic teachers, counselors and instructional leaders. Certify participants' successful completion.
3. Create and facilitate a sustained system of professional growth for AC teachers and their support teams via an AC Community of Practice using both face-to-face and technology-based learning experiences to ensure implementation with fidelity of AC curricula.
4. Develop and update a listing of all specifications for software, equipment, tools and supplies to support AC curricula and provide options for acquisition of AC instructional materials.
5. Develop, maintain and revise an item bank for AC assessments and provide a secure system for administration, scoring, data collection and analysis, and reporting for continuous improvement at school and network levels.
6. Conduct systematic and regular program evaluation to improve the effectiveness of each essential element of the AC Initiative, including curricula, instructional materials, assessments and professional development.
7. Provide professional development and optional onsite coaching to assist schools developing and maintaining partnerships.

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Districts and schools agree to work with SREB to ensure conditions are right for AC-trained instructors to gain access to AC curricula and assessment materials.

1. Select the right AC teacher, being mindful of state/district credentialing requirements and the experience, skills and personal dispositions necessary for successful implementation.
2. Support AC teachers' attendance at SREB's Summer Teacher Training Institutes. Attendance and successful completion are required for each AC course a teacher teaches. AC teachers participate in SREB's ongoing AC Community of Practice.
3. Support AC teachers and support teams consisting of partner academic teachers, counselors and instructional leaders in professional learning that creates school-level communities of practice and promotes blended instruction and collaborative structures. This includes scheduling practices and common planning time to connect academic assignments with the content of AC projects.
4. Provide supportive instructional leadership and supervision to ensure implementation of AC with fidelity, such as the timely purchase, installation and maintenance of all instructional materials and equipment and sequential teaching of all AC projects.
5. Administer each AC end-of-project and end-of-course assessment and survey AC faculty and students to inform continuous improvement for each course.
6. Implement at least three out of the four courses in an AC course sequence with fidelity. Enroll at least 80 percent of students in SREB's recommended college- and career-ready academic core and seek dual credit for students completing both the academic core and pathway requirements.
7. Establish and maintain partnerships with local or regional postsecondary institution(s) and recruit industry partner(s) to provide work-based learning experiences, serve as in-person or virtual mentors to review student work, or observe student presentations as members of an authentic audience.

SITE INFORMATION

- Shared-Time Technology Center
- Career and Technical Education High School
- Comprehensive High School
- Community and Technical College

_____	_____	
District	School	
_____	_____	
Contact Name	Job Title	
_____	_____	
Email Address	Phone Number	

Mailing Address		
_____	_____	_____
City	State	Zip Code

MEMBERSHIP STRUCTURE

In 2020-21, the AC curriculum is available at no cost for schools in the eight AC partner states that participated in the development of the AC curricula. In Making Schools Work network states, the participation access fee is \$2,500; for non-AC partner and non-Making Schools Work network states, the fee is \$5,000.

AGREEMENT

The undersigned have reviewed the terms, conditions and restrictions in this Memorandum of Understanding for participation in Advanced Career and accept these as the basis for working together.

_____	_____	
School Superintendent	Date	

Signature (original handwritten or digital image acceptable)		

Email		
_____	_____	_____
School Principal	School	Date

Signature (original handwritten or digital image acceptable)		

Email		
_____	_____	
Vice President of SREB, Atlanta, Georgia	Date	

Key Features of Advanced Career

Fully Developed Programs

Advanced Career curricula each include a coherent sequence of four ready-to-implement courses, comprehensive training for teachers, access to tools and technology for project-based learning, and end-of-course assessments. To ensure fidelity from site to site, each course syllabus includes instructional philosophy, instructional delivery and support systems, assessments and a recommended grading system.

Advanced Career Programs of Study

Each AC program of study is a progression of non-duplicative courses joined with a college-ready academic core that aligns with postsecondary studies. The integration of academic and technical content in each program of study prepares students for more options after high school graduation, offers opportunities for students to earn dual credit and leads to an industry-recognized credential, advanced training or an associate or bachelor's degree. The high-skill, high-wage career fields represented among the AC programs of study are important to state and regional economies.

Project-Based Learning

Each AC course is designed around project-based units featuring essential questions, project descriptions, authentic roles and tasks that require students to use an industry-recognized decision-making process. Assignments encompass essential elements of good project-based learning to engage students in an extended process of asking questions, using resources and developing answers. Students collaborate and work in teams and develop important 21st-century skills. Students apply their academic and technical skills to real-world projects in ways that advance their literacy, math, science and technical knowledge and skills, and strengthen their habits of behavior and mind for success.

Technology and Software

Students use industry-standard hardware and software systems to complete authentic tasks simulating the work of real professionals in the field.

Assessments and Surveys

Each project unit includes formative and summative assessments. Each course has an end-of-course assessment that measures both academic and technical achievement with the performance level

needed for jobs, advanced training and postsecondary credit-bearing courses. Students and teachers also complete surveys about what works or does not work in the AC course. These surveys inform the continuous improvement of the AC program.

Counseling for Careers

Student and parent orientation to each AC program of study highlights the career field, including requirements for jobs and postsecondary study in the career field. Each AC course has a career and education exploratory component. Counselors trained to support the AC program will assist students in developing a career and education plan aligned with students' goals and aspirations.

Teacher Selection, Development and Support

Teachers who are selected to offer AC courses have strong technical and academic skills and experience in the career field. Professional development is essential and includes an intensive two-week summer institute for teachers to prepare them to teach each AC course and use a project-based approach to instruction. Teachers complete students' assignments and use the tools developed by national industry partners. A support team including the principal, counselor and academic teachers in literacy, math and science learn how to support AC teachers and students in course implementation.

Dual Credit and Industry Certification

The third and fourth courses in each AC program offer the potential for dual credit when a state or district has an established process for approving such courses for credit with postsecondary partners. Each AC program of study also offers opportunities for students who complete the program to earn industry certifications.

Collaboration and Partnerships

Ongoing relationships among education, business and community stakeholders are central to AC programs. Representatives from industry and postsecondary institutions have helped shape the AC curriculum design and technical content. Expert AC industry panel members collaborated with secondary educators and state education agency staff to identify authentic learning experiences for students that can lead to additional learning and career opportunities after high school.