

PASSPORT EXPEDITIONS

Implementation Guide



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Overview

Passport Expeditions inspire learners to explore career pathways aligned to their program of study. The Expedition is related to the concepts and skills covered in a course.

Expeditions are a series of authentic project learning experiences that energize learners to explore career trends, expand their knowledge and skills, identify passion projects, and showcase innovative solutions to real-world issues. They are intended to:



*ENCOURAGE LEARNER
VOICE & CHOICE*



*INSPIRE IMAGINATION
& INNOVATION*



*PROMOTE REFLECTION
& AGENCY*

Learners can use Passport Expeditions as an opportunity to explore a career pathway, no matter their designated academy pathway.

Passport Expedition Phases

TAKE CHARGE OF YOUR LEARNING



REFLECT

Think deeply about your competencies (skill sets), learning goals, and purpose. Return to this phase throughout the process.



STRETCH

Engage in learning to expand your knowledge and skills.



INNOVATE

Create solutions for real-world problems you are passionate about and want to solve.



SHOWCASE

Share your innovations to an audience using appealing and engaging technology applications.

Objectives

Learners will:

- Exercise voice and choice in their learning by embarking on a self-selected passion project to demonstrate content mastery and skills transfer through a product learners can share via their digital portfolio, site, or social media.
- Engage with local industry or community members who will mentor and provide expert guidance as the project is envisioned, designed, and implemented.

Teacher Preparation

- Familiarize yourself with the concepts of personalized learning with this free [professional learning resource](#) from InspirEd
- Review NAF Work-Based Learning customizable planning and implementation resources:
 - [Project of Value Planning](#)
 - Email template to use for [recruiting WBL volunteers from local businesses](#).
 - [Educator Thank You Note template](#)
 - [Learner Thank you Note template](#)
- Alignment to Academy Quality indicator 3.1.c [Career Themed Integration Template](#)
- Familiarize yourself with provided choice boards and assist learners as they go through each step of the process
- Familiarize yourself with choice boards. If you are new to Choice Boards, download the [Teachers' Guide to Creating Choice Boards](#) by Kasey Bell.
- Review our suggested rubric



Work-based learning Integrated Activity

Overview

Pairing learners with an industry mentor to support them through their expedition is strongly encouraged. Project mentors are industry professionals who guide project development and problem-solving through intentional feedback and connection. They connect the classroom with workplace practices and expectations by sharing industry insights and expertise throughout the mentored industry project process. Career mentors are industry professionals who build ongoing relationships with learners or learner teams to explore potential careers, provide guidance on navigating college and career pathways, and build their professional network. Mentors model necessary skills and assist learners in working toward skill mastery.

Mentors can be identified by the educator or the learners themselves can select someone they know. The relationship can be as simple as having the learner projects reviewed at key points in their design and implementation of their project and helping review their final product.

Project Mentor Role

Project mentors are industry professionals who guide project development and problem solving through intentional feedback and connection. They connect the classroom with workplace practices and expectations by sharing industry insights and expertise throughout the mentored industry project process. Career mentors are industry professionals who build ongoing relationships with students or student teams to explore potential careers, provide guidance on navigating college and career pathways, and build their professional network. Mentors model necessary skills and assist students in working toward skill mastery.

For more information on the role of mentors, [click here](#).

WBL Competency Development

Preparing for Success:

- Manages time well and does not procrastinate, getting work done on time
- Monitors progress and own performance, adjusting approach as necessary
- Breaks goals into actionable steps

Communication:

- Presents information in an organized manner that serves purpose of the message, context, and audience

Additionally, they also have the opportunity to develop Social Awareness (also known as accountability, conflict resolution, etc.) and Collaboration.

Teacher Preparation

Recruiting mentors: Prior to project implementation, determine how many industry mentors are needed for your class. Small groups of learners (3-4 total in one group) paired with one mentor is encouraged even if learners are doing individual projects. An excellent place to start is reaching out to the academy advisory board or a local postsecondary partner. The mentors' total time to work with the learners varies; however, it could be as little as an hour or two per month throughout the expedition.

Mentor Check-Ins

Scheduling regular mentor check-ins is key to mentored industry project success. Plan these check-ins during your overall project planning in regular intervals to encourage ongoing communication and project mentoring. Check-ins are short connection points between learners and professionals that take around 30 minutes each. Consider the following when building in mentor check-ins to the project process:

- Respect time of partners: Offer multiple approaches to check-ins. This can include options to check-in via email, video call, or in-person. These meetings should be fitting for both the partner and learner, meeting both project and time needs.
- Frequency of mentor check-ins: A minimum of 3-4 check-ins are recommended during the project process. Many of these meetings can be tied to existing WBL activities if they involve the same partners or can occur as standalone events. Consistency is key in developing the mentor/mentee relationship.
- Empowering learners: Empower learners to take charge of their learning needs and mentoring check-in time. Suggestions toward this include learner made agendas and check-in questions, preparing learners for interaction with partners, and frequent debriefs about the mentoring process.
- Preparing mentors: Prior to engaging the mentored industry project, prepare mentors for working with learners. This includes giving an overview of mentor expectations, project parameters, and general guidance detailing best practices around working with learner groups. Provide support throughout the project as needed for both mentors and mentees to be successful.

Learner Preparation

Students complete all phases of the expedition with the support of mentors and prepare drafts and questions to review with mentors as needed.

Final Presentation Preparation

Make the final presentation a celebration of work and the mentor relationships established during project implementation. Begin planning the final presentation early during project implementation, preparing both mentors and learners. Engage the Advisory Board and partners in this planning to best showcase student work.

Evaluation

Mentors can use the rubric to evaluate final projects to provide industry-based feedback on learner products. Use the included rubric for this evaluation, preparing both mentors and learners with this tool prior to final submission.



REFLECT

Whole Group/Class

- Watch introductory video to kick off the expedition to kick off the expedition
- Invite a guest speaker or watch a video of expert from NAF's Virtual Speakers
- Participate in a worksite tour or participate in a virtual tour
- Learner-led informational interviews

Learner Assignment

- Complete surveys, pre-tests or relevant assessments (e.g. [NFTE's Entrepreneurial Mindset](#) for Finance)
- Instruct learners to search for careers they would like to pursue related to the Expedition topic. Learners can prepare a presentation on their findings
- Learners complete Guest Speaker Reflection and Thank You Note.

Resources

- [Career One Stop](#)
- [Interest Assessment](#)
- [Career Clusters](#)
- [Career Videos](#)

Assessments

- If guest speakers are invited to class, have learners complete Guest Speaker Reflection.
- The included rubric can be used to assess projects completed during the Reflection phase. Learners can also use questions in the Reflection section to complete reflections.

Extension Resource: What Makes a Great Driving Question?

- [How to Write PBL Driving Questions](#)
- [PBL Toolkit: Driving Questions](#)



STRETCH

Whole Group/Class

Review the Stretch resources and activities. Each Stretch section can be implemented using the [rotation station model](#).

Learner Assignment

Learners should generate their own driving question for the Expedition as they enter the Stretch phase and begin their research.

Assessments

- Learners submit their driving questions and topic ideas, and add them to your research profile.
- If implementing rotation stations, group presentations can be graded assignments.



INNOVATE

The Innovation phase will require multiple sessions to conduct research, create a minimal viable product, receive and give feedback, and finally complete their presentation.

Whole Group/Class

Review the Innovate Choice Boards and brainstorm other ideas as a class or utilizing the think-pair-share strategy: What new idea/challenge/solution could be explored?

Learner Assignment

Develop

- With their approved driving question, learners perform and gather research on their topic.
- Develop a plan for your presentation (create a storyboard or outline).

Execute

- Learners choose something to innovate from the choice board or develop their own innovation.

Test & Refine

- Test & share your product/presentation with a mentor and or classmate; solicit feedback; provide feedback for your teammates as well.

Assessments

- Learners share two sources (using APA format) and add to their research their portfolio.
- Learners complete peer feedback using Caitlin Tucker's [Peer Feedback Choice Board](#) and are graded with this peer review [rubric](#).



SHOWCASE

Whole Group/Class

- Learners will share their innovations with each other and invited mentors or industry partners.

Learner Assignment

- Learners publish their innovation guided by choice board.
- Learners present their innovation to their class and mentors or industry partners.

Assessments

- Projects are shared in an approved avenue.
- Projects are graded using the suggested rubric.

Rubric

Domains of Project Showcase Rubric



Description of Rubric Domains

Content Knowledge & Skills

Evidence of understanding the ideas, concepts, and skills covered in targeted learning objectives:

- Apply concepts in a logical and meaningful context to grasp the career content knowledge and related skills.
- Demonstrate critical thinking skills by reimagining and creating original ideas to solve real-world issues related to the career pathway.
- Locate, comprehend, and critically evaluate information and data from various sources.
- Submit reflections to identify the project's primary concepts and substantiate the proper application of the ideas.

Self-Awareness

- Reflect on hobbies and passions – what problems need solutions?
- Identify unique talents, skills, and strengths - professional and content competencies.
- Think about service and contributions to the community

Critical Thinking

Evidence of work samples or reflections that demonstrate how to:

- Consider all possible solutions to a problem through online and field research.
- Make decisions after detailed examination and evaluation of research evidence.
- Analyze how different parts of a project interact to influence the resulting product.
- Ask appropriate questions and be willing to take new steps.
- Work independently and be resourceful, flexible, and adaptable.
- Reflect on abilities and performance and identify the strengths and limitations of the project.
- Provide recommendations to improve project quality.

Communication

Evidence of the ability to communicate with the workgroup and support team:

- Use persuasive verbal, non-verbal, and written communication.
- Exhibit open-minded and active listening.
- Demonstrate the effective use of social media and digital technologies for communication.

Collaboration

Evidence of capacity to collaborate:

- Work successfully and respectfully with diverse individuals.
- Share accountability for group work and recognize the contributions of team members.
- Capable of compromise and demonstrating flexibility while working with team members.
- Use social networks and networking tools to support collaboration.

College & Career Readiness

Evidence of college and career readiness:

- Use the Professional Competency Framework (p. 15) as a self-reflection tool to identify competency strengths and growth areas.
- Identify how completing authentic project experiences can improve the growth areas.

Project Showcase Rubric Tool

Domains	Performance Levels				
	4	3	2	1	0
Content Knowledge & Skills	<input type="checkbox"/> Demonstrates an exceptional understanding of the main ideas, concepts, and skills covered in all targeted learning objectives with only minor errors in breadth, depth, and interpretation accuracy. <input type="checkbox"/> Demonstrates an excellent ability to apply the knowledge and skills covered in all targeted learning objectives with only minor errors in applying knowledge and skills.	<input type="checkbox"/> Demonstrates an overall understanding of the main ideas, concepts, and skills covered in the targeted learning objectives with gaps in breadth, depth, and interpretation accuracy. <input type="checkbox"/> Demonstrates an overall ability to apply the knowledge and skills covered in the targeted learning objectives, with some skills and knowledge lacking and used in incomplete ways.	<input type="checkbox"/> Demonstrates a limited understanding of main ideas, concepts, and skills covered in the targeted learning objectives with substantial breadth, depth, and interpretation accuracy gaps. <input type="checkbox"/> Demonstrates a limited ability to apply the knowledge and skills covered in the targeted learning objectives. Most skills and knowledge are lacking and used in incomplete or inappropriate ways.	<input type="checkbox"/> Demonstrates a minimal understanding of main ideas, concepts, and skills covered in the targeted learning objectives, displaying an invalid or incomplete representation of facts. <input type="checkbox"/> Demonstrates minimal application of knowledge and skills covered in the targeted learning objectives, lacks competence regarding most skills and applied knowledge, and uses them in incomplete or inappropriate ways.	<input type="checkbox"/> Submits an insufficient number of required documents to evaluate the understanding of main ideas, concepts, and skills covered in the targeted learning objectives. <input type="checkbox"/> Submits an insufficient number of required documents to evaluate the ability to apply the knowledge and skills covered in the targeted learning objectives.
Self-Awareness & Critical Thinking	<input type="checkbox"/> Demonstrates an exceptional ability to reflect on self as a learner and the project's quality concerning targeted learning objectives by providing explicit and accurate statements of the strengths and limitations of work samples and the final project.	<input type="checkbox"/> Demonstrates an overall ability to reflect on self as a learner and the project's quality concerning targeted learning objectives by providing a global summary of work samples' strengths and limitations and the final product.	<input type="checkbox"/> Demonstrates a limited ability to reflect on self as a learner and the project's quality concerning targeted learning objectives by providing incomplete statements regarding the strengths and limitations of project assignments and the final product.	<input type="checkbox"/> Demonstrates a slight or no ability to reflect on self as a learner and the project's quality concerning targeted learning objectives by providing inaccurate or no examples of the strengths and limitations of work samples and the final product.	<input type="checkbox"/> Submits an insufficient number of required reflection sheets to evaluate the project's quality concerning targeted learning objectives.