

# INSTRUCTIONAL FRAMEWORK

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## 3DE National

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# Introduction

This document details the instructional design of 3DE by Junior Achievement's co-authored case challenges and case studies. It explains the instructional approach of the 3DE model and the intentional learning experiences and supports provided to achieve those goals.

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# About 3DE

3DE by Junior Achievement pushes students to discover solutions to real-world challenges and connect the relevancy of public high school education. Built on the strengths of public-private partnerships, 3DE was developed through a shared vision from leaders in education, business, and Junior Achievement. This collective of passionate and innovative individuals united around the belief that equitable access to high-quality education is the lever to economic mobility.

## MISSION:

Inspire and prepare young people to succeed in a global economy.

## VISION:

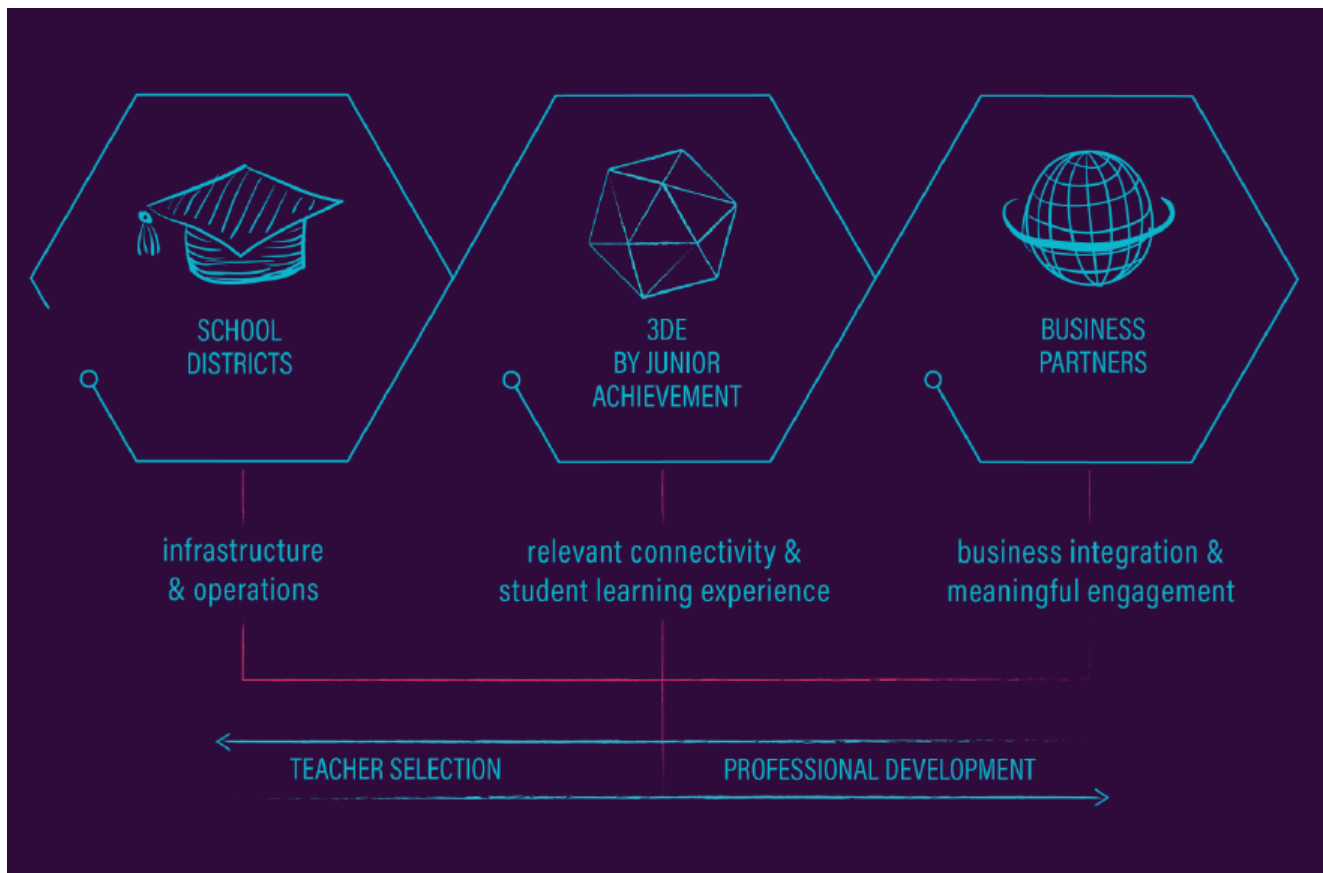
Systemically re-engineer high school education to expand economic opportunity for all students.

## OUR WHY:

We know education can and should be a vehicle for economic opportunity.

We strive to achieve equitable access to high-quality education.

We believe relevance drives engagement, exposure builds motivation, and application creates fluency in knowledge and skills.



# Our Academic Theory

The following statement speaks to 3DE's academic theory of how students learn:

## WE BELIEVE...

Students construct meaning, develop competencies, and strengthen academic skills through guided exploration of relevant cases that allow them repeated opportunity to work collaboratively to produce solutions to real-world problems.



All instructional design elements are built around this statement. Our instructional framework is built on the following theories of learning:

- **CONSTRUCTIVISM:** Learners experience, reflect, and build meaning for themselves. They incorporate new information into their pre-existing knowledge (schemas).
- **GUIDED INQUIRY:** Learners own the learning and outcomes. Teachers provide framework and context.
- **PROJECT-BASED LEARNING:** Learners demonstrate learning by creating a product that is presented to people beyond the classroom.
- **CASE-BASED LEARNING:** Learners work in small groups to discuss, dissect, and make decisions around situations (cases) they are likely to face in real life.

# Our Approach: Competency-Based Case Method

3DE is an instructional model that transforms high school education to be more relevant and experiential by authentically integrating real-world connectivity into the academic experience. This pedagogy is proven to heighten student engagement, increase academic comprehension, and build critical-thinking skills.

3DE's instructional design is structured around **competency-based case method**.

- **COMPETENCY-BASED:** 6 transferable skills made up of 24 observational behaviors that anchor curriculum design, student developmental objectives, and methods to measure progress.
- **CASE METHOD:** a teaching approach that presents students 17 real-world challenges facing today's high-growth industries and requires students to problem solve and present their approach to effective decision making.

## 3DE Competencies

3DE anchors its instructional approach in developing foundational competencies. Competency development allows students to apply and measure their mindset, skills, knowledge, and abilities when presented with real-world scenarios. These transferrable behaviors make students competitive regardless of their chosen path after high school. The six foundational competencies are:

1. **SELF-DIRECTION:** Learners will take the initiative to set goals/priorities to achieve maximum productivity - through inquisitiveness, resourcefulness, and positivity
2. **EFFECTIVE COLLABORATION:** Learners will promote cooperation for diverse, collective input and output; seek a range of perspectives; create open and productive environments
3. **CRITICAL & ANALYTICAL THINKING:** Learners will use logic, research, data, and intuition to break down complex problems; determine feasible strategies for solutions through observation, evaluation, and reflection.
4. **CULTURAL AGILITY:** Learners will assess situations to navigate cultural, structural, and situational norms, reading context and identifying stakeholders' perspectives to foster positive relationships.
5. **ENGAGING COMMUNICATION:** Learners will transfer information through appropriate channels to influence desired outcomes, articulating a position through knowledge, experiences, confidence, and compassion.
6. **CREATIVITY & INNOVATION:** Learners will determine opportunities to use original thoughts/approaches to create or disrupt status quo assumptions, constantly looking for improvements and advancements.





# Developing Competencies by Laddering Behaviors

3DE's framework introduces students to 24 competency-aligned behavioral indicators. These indicators help to qualify and scaffold each foundational competency in the four-year student experience, explaining specific expectations for competency mastery.

CONTINUED ON THE NEXT PAGE

Foundational Competency	9 <sup>th</sup> Grade Indicator	10 <sup>th</sup> Grade Indicator	11 <sup>th</sup> Grade Indicator	12 <sup>th</sup> Grade Indicator
<b>SELF-DIRECTION:</b> Learners will take the initiative to set goals/priorities to achieve maximum productivity - through inquisitiveness, resourcefulness, and positivity	<u>GOAL SETTING:</u> aligns focus, prioritizes action, sustains momentum, and promotes continuous improvement	<u>ACHIEVEMENT ORIENTATION:</u> displays an aptitude to learn, a strong work ethic, and the desire to go beyond expectation on tasks, with a high expectation for her/his learning	<u>PERSONAL INITIATIVE:</u> takes the initiative to accomplish outcomes without the influence of external rewards and/or pressure	<u>TIME MANAGEMENT:</u> organizes tasks by priority, sets short/long term goals, leverages available resources to maximize productivity/efficiency
<b>EFFECTIVE COLLABORATION:</b> Learners will promote cooperation for diverse, collective input and output; seek a range of perspectives; create open and productive environments	<u>LEADERSHIP:</u> embracing responsibility; inspiring others through commitment and investment in the team's success	<u>PROMOTING RESOLUTION:</u> anticipates, recognizes, and addresses conflict and employs effective conflict management techniques to strengthen overall team cohesiveness	<u>ACCOUNTABILITY:</u> exhibits ownership/ responsibility over her/his work and is trusted by teammates to produce quality work and meet expectations/ deadlines	<u>INDEPENDENT THINKING:</u> generates ideas prior to meeting with a group; articulating ideas to add value to group discussions
<b>CRITICAL &amp; ANALYTICAL THINKING:</b> Learners will use logic, research, data, and intuition to break down complex problems; determine feasible strategies for solutions through observation, evaluation, and reflection.	<u>OBJECTIVE ANALYSIS:</u> evaluates ideas objectively, assessing opportunities based on evidence and significant data; introspective about biases and challenges assumptions	<u>MAKING INFERENCES:</u> summarizes information and infers causes and effects to make an informed estimation about an unfamiliar topic; uses situational and cultural context with own experiences to determine appropriate answer/ solution/ response	<u>MANAGING INFORMATION:</u> reviews a large set of information for validity/ legitimacy and organizes it using tools and higher-order thinking skills to prepare and analyze it	<u>DEPTH OF THOUGHT:</u> deepens thought process by considering new, unasked questions to better understand the subject

Foundational Competency	9 <sup>th</sup> Grade Indicator	10 <sup>th</sup> Grade Indicator	11 <sup>th</sup> Grade Indicator	12 <sup>th</sup> Grade Indicator
<b>CULTURAL AGILITY:</b> Learners will assess situations to navigate cultural, structural, and situational norms; reading context and identifying stakeholders' perspectives to foster positive relationships.	<b>INTERPERSONAL SKILLS:</b> recognizes/relates to the emotions and perspectives of others, controlling his/her biases when navigating culturally diverse situations	<b>STAKEHOLDER AWARENESS:</b> recognizes key stakeholders' context, including their needs and expectations, anticipating and responding to those needs and expectations	<b>ADAPTABILITY:</b> demonstrates extreme flexibility and the ability to manage behaviors/emotions appropriately by adjusting to engage	<b>CALCULATED RISK:</b> identifies and weighs opportunities and threats of solutions within a broad range of contexts, forming actions based on methodical decision-making
<b>ENGAGING COMMUNICATION:</b> Learners will transfer information through appropriate channels to influence desired outcomes, articulating a position through knowledge, experiences, confidence, and compassion.	<b>EFFECTIVE COMMUNICATION:</b> uses imaginative, memorable, and compelling language to enhance the effectiveness of the communication; uses standard conventions of language, including non-verbal strategies, to articulate ideas	<b>CONFIDENCE:</b> speaks up enthusiastically, making eye contact using appropriate verbal and non-verbal cues to communicate meaning and demonstrate understanding	<b>PERSUASION:</b> influences audience's viewpoint with authoritative knowledge of a topic; provides a compelling, logical, evidence-based argument; employs rhetorical strategies; anticipates opposing viewpoints	<b>ACTIVE LISTENING:</b> engages when listening to others speak, paraphrases information back to the speaker for clarification/confirmation, and empathizes with the speaker's perspectives
<b>CREATIVITY &amp; INNOVATION:</b> Learners will determine opportunities to use original thoughts/approaches to create or disrupt status quo assumptions, constantly looking for improvements and advancements.	<b>GENERATIVE THINKING:</b> frames an issue in context and follows a process of divergent thinking strategies to generate multiple approaches to solve a problem, proposing solution(s)/ hypotheses	<b>EXPERIMENTATION WITH IDEAS:</b> uses trial and error to test ideas, measure success, and conclude whether an idea is a viable solution	<b>ORIGINALITY OF THOUGHT:</b> demonstrates flexibility and diversity of thought; generates different, new, and worthwhile approaches to solutions	<b>SELF-EFFICACY:</b> has confidence in the ability to control behavior to produce specific goals

# What is Case Method?

The case method is a teaching approach used in many business schools, which uses decision-forcing cases to put students in the role of people forced with a difficult decision at some point in the past. This student-centered approach increases engagement, strengthens learning outcomes, and builds critical thinking.

**3DE adapts the case method for high school learners to achieve its competency development learning objectives.**

3DE adapts the case method for high school learners to achieve its competency development learning objectives. Distinguishing features of our approach include:

- **AUTHENTIC BUSINESS CASES:** A case refers to a real situation that requires problem-solving and analysis to recommend a solution.
- **INCOMPLETE INFORMATION:** Cases intentionally feature ambiguous problems for which no clear or immediately obvious solution exists.
- **COLLABORATIVE COHORTS:** Cases require students to cooperate, research, and develop solutions. Teachers work in teams to plan and integrate the case into their lessons and coursework, providing connectivity between the classroom curriculum and the demands of the current economy. Cohorts drive connections and build a sense of belonging.
- **PROTAGONIST VIEWPOINT:** Cases actively place students in the shoes of a strategic decision-maker, exposing them to career pathways and industries.
- **FACILITATED DEBATES:** Case discussions facilitate group inquiry and encourage students to anticipate opposing viewpoints and defend ideas with evidence.

## Case Challenges versus Case Studies

A **case challenge** is a five-week experience that requires students to present a deliverable for judging. *Case Challenges are real-time opportunities a company faces presented to students. A case challenge brief gives context and a call to action.*

By contrast, *Case Studies are problems companies have solved in the past.* A **case study** is a shorter, intensive experience that includes a lively in-class discussion, which closely aligns with the traditional case method. Each case study is extended by a project or activity that requires students to apply their learnings from the discussion.





# Assessing Competency Development

3DE's Competency Assessment Framework combines data from the student's perspective, teacher observations, and student demonstrations. These data points measure behavioral indicators that feed into a competency composite score for each student.

- **COMPETENCY SELF-ASSESSMENT:** This self-evaluation highlights the cohort's sense of mastery in applying behavioral skills to be demonstrated throughout the learning experience.
- **CLASSROOM OBSERVATION COMPOSITE:** Evidence-based observations completed by teachers and peers to identify developmental progress and application.
- **STUDENT DEMONSTRATION:** These scores provide a summative measure of the cohort's ability to apply competency-based skills, behaviors, and rationales when solving real-world problems.

## ASSESSMENT TOOLS PER CASE

Teachers assess student competency mastery based on evidence of problem-solving skills and individual and group contributions using the following scoring tools:

FILE NAME	PURPOSE	USER
<b>COMPETENCY MASTERY RUBRIC</b> (Results Submitted to 3DE)	To measure each student's growth in the mastery of each competency; may be measured in two ways: 1. Through observations of students during group case work using the Classwork Demonstration Rubric Or 2. Through oral or written response to the competency alignment question prompt in the Response Evidence Rubric	Launch Teacher
<b>CORE TEACHER COMPETENCY RUBRIC</b>	To support core teachers in measuring student mastery <b>during the case;</b> optional.	Non-launch 3DE teachers
<b>INTERNAL PRESENTATION JUDGING RUBRIC</b>	To allow the launch teacher to grade all student teams' case solutions <b>during in-class presentations</b> and select finalists.	Launch Teacher
<b>PREZ JUDGING RUBRIC</b>	To allow the case challenge judges to evaluate finalist presentations <b>during the culminating event</b> and select a winner.	Judges (Business Professionals)



# Learning Experiences and Supports

3DE designs experiences for students to develop the knowledge, skills, and attitudes to thrive in today's ever-evolving economy. Using career-connected learning and an unmatched network of industry partners, Junior Achievement and 3DE provide each school with structures, resources, and supports to create learning communities of high-performing classrooms focused on competency mastery and skills application.



With application at the epicenter of learning, case methodology benefits both the teacher and the students in the following ways:

## TEACHER EXPERIENCE

## LEARNER EXPERIENCE

<p><i>3DE educators</i> are innovative collaborators who build opportunities for students to find real-world connections that allow for hands-on application and foster a learning environment conducive to creating and sharing original thoughts and ideas.</p>	<p><i>3DE students</i> construct meaning, develop competencies, and strengthen academic skills through guided exploration of relevant cases that allow them the repeated opportunity to work collaboratively to produce solutions to real-world problems.</p>
<ul style="list-style-type: none"> <li>• Act as a facilitator to lead student-centered discussions, asking students questions to devise and defend solutions</li> <li>• Co-create knowledge with students and encourages everyone to participate in the problem-solving process</li> <li>• Coach and monitor student progress toward competency mastery</li> <li>• Collaborate with fellow educators during Professional Learning Community (PLC) meetings to build in real-world integration, interdisciplinary learning, standards application, and industry exposure</li> </ul>	<ul style="list-style-type: none"> <li>• Develop competencies by analyzing problems, researching, and generating solutions</li> <li>• Challenge the thoughts of peers, make recommendations, and build relationships in a student-centered learning environment</li> <li>• Build comprehension of concepts by applying coursework to new contexts</li> <li>• Construct knowledge about post-secondary opportunities, including industry exposure and college and career pathways</li> </ul>

# Learner Profile

3DE positions learners for choice-filled lives by developing key behaviors and competencies through iterative practice and demonstration. Through 3DE's cohort structure, all students are provided the opportunity to build competencies and skills for the future.



## STUDENT PROFILE

Over the course of four years, students are introduced to case method through real-world challenges, promoting collaborative decision-making. Students develop and articulate solutions to increasingly complex challenges and transfer academic knowledge and skills in authentic and relevant ways.

Anchored in six core competencies, 3DE students have 17 unique experiences designed to develop and hone higher-order thinking skills and 24 competency-based behaviors. With each school year, students are building specific skills (*problem-solving, reasoning, communication and research*) that prepare them to thrive in any postsecondary environment.

### 3DE CORE COMPETENCIES

- Critical & Analytical Thinking
- Creativity & Innovation
- Cultural Agility
- Effective Communication
- Engaging Collaborative
- Self-Direction

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### Developing the Process Thinker

This is the foundational year where students become familiar with **case method, collaborative problem-solving, and effective presentation skills**. Within the first **SIX** case challenges students:

- Establish clear and timebound goals
- Assume personal responsibility within working teams
- Use information and data to make decisions
- Become empathic to other's point-of-view
- Vary language choices to convey meaning
- Consolidate multiple ideas into a singular solution

*Skills Developed: Goal Setting, Leadership, Objective Analysis, Interpersonal Skills, Effective Communication, Generative Thinking*

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### Developing the Analytical Thinker

Iterative by design, this year students deepen their **critical thinking skills, use evidence to validate solutions, and apply sound reasoning to decision-making**. With the additional **SIX** challenges students:

- Collect, analyze and apply data
- Anticipate and respond to needs and expectation of others
- Test ideas for viability
- Demonstrate confidence when conveying ideas
- Display work ethic and willingness to exceed expectations
- Hold one another accountable for work product

*Skills Developed: Making Inferences, Stakeholder Awareness, Experimentation with Ideas, Confidence, Achievement Orientation, Promoting Resolution*

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### Developing the Independent Thinker

Junior year, students sharpen their ability to **articulate complex ideas, defend their points-of-view, civilly disagree, and apply key learning to personal decisions**. Using the **FOUR** case studies students:

- Demonstrate flexibility and diversity of thought
- Adjust behaviors and manage emotions to fully engage
- Use compelling, evidence-based logic to influence audience
- Review and organize large sets of information
- Take initiative without external pressure
- Exhibit ownership/responsibility over work product

*Skills Developed: Originality of Thought, Adaptability, Persuasion, Managing Information, Personal Initiative, Accountability*

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### Developing the Strategic Thinker

Senior year, students work as business consultants providing clients with **strategic recommendations from market research, trend analysis and insights from previous challenges**. Within the **SR. PROJECT** students:

- Manage time, organize tasks, maximize productivity
- Generate ideas that bring value to group discussions
- Provide insights on new and/or unfamiliar concepts
- Develop action plans that factor in opportunities and threats
- Summarize information (oral and written)
- Maintain sense of confidence in problem-solving abilities

*Skills Developed: Time Management, Independent Thinking, Depth of Thought, Calculated Risk, Active Listening, Self-Efficacy*



# 9<sup>th</sup> and 10<sup>th</sup> Grade: Sample Case Challenge Timeline

3DE students participate in case challenges that require them to propose solutions to issues affecting today's industries. These real-time strategic challenges come from diverse industries and are brought to life through project coaching.

## WHAT MIGHT YOU OBSERVE IN A 3DE SCHOOL DURING A CASE CHALLENGE?

### WEEK ONE LAUNCH

Students review the competency, unpack the company's problem, and learn industry vocabulary under the guidance of 3DE teachers and staff.

### WEEK THREE BUSINESS COACHING

Student teams work with business coaches to further unpack the challenge, gain insight into industry challenges, and share potential solutions for feedback.

### WEEK FIVE CULMINATING EVENT

All students reflect on the challenge. The top four teams present to business professionals who determine the winning team for the challenge.



### WEEK TWO RESEARCH & COLLABORATION

Students practice the competency and work in small groups to conduct research and develop a solution.

### WEEK FOUR INTERNAL JUDGING

All student teams present their solutions at an internal judging session. Teachers select the top teams who showed the competency and shared viable, well-defended solutions.

# 11<sup>th</sup> Grade: Entrepreneurship Project Overview

The junior year experience includes a year-long entrepreneurship project and competency-based case studies. The experience culminates in the spring with a Market Day comprised of student-created and -operated businesses. To support the development of their start-up businesses, students can participate in lessons that build entrepreneurial skills, highlight the connections between government/civics and business, and connect entrepreneurship to core academic knowledge and skills.

## **1 Entrepreneurship Project**

implemented in four phases with four case studies designed to intersect with key elements of the project

## **Year-Long Duration**

with defined benchmarks and deliverables to support the development of a viable start-up business plan

## **Coaching from Mentors**

to review the start-up team's progress and provide insights at key times in the development of the new venture

## **Benchmark Events**

to share student ideas and prototypes by pitching at a Pitch Event and publicly launching the start-up at Market Day



# 12<sup>th</sup> Grade: Consultancy Project Overview

The senior capstone experience culminates the high school experience in a unique and meaningful way—where students can apply their knowledge and demonstrate their skills in the real world. This experience bridges the structured high school environment to the post-secondary and work environments that require more independence, self-direction, and demonstrable higher-order skills.

Students work in small group teams in an immersive student-led Consultancy Project with a local company or organization. The project allows students to test their problem-solving skills and receive coaching, workplace socialization, and career exploration. The experience entails:

## **1 Consultancy Project**

implemented in five distinct phases and designed in partnership with a local company around a strategic issue

## **18-Week Duration**

with defined benchmarks and deliverables to support the development of an actionable plan for the “client”

## **Coaching from Mentors**

to provide insights and review the team’s progress

## **Culminating Presentation**

to company leaders followed by a broader discussion on learnings and reflections

# Laddering of Roles

By leveraging an unmatched network of education and industry partners, 3DE helps students develop competencies and connect what they learn in their classes to the real world.

GRADE	EXPERIENCES	STUDENT ROLE	3DE TEACHER ROLE	BUSINESS COACH ROLE	CASE SCAFFOLDS
9	Iterative 6 cases Different Groups	<b>Process Thinker.</b> Students become familiar with the case method, collaborative problem-solving, and effective presentation skills.	Teachers facilitate discussions to build background, demonstrate connections to core subjects, and encourage students to share ideas and perspectives openly.	For each case, a different group of business professionals provides context and affirming feedback during the ideation process.	Relatable concepts that drive student engagement and collaboration
10	Iterative 6 cases Different Groups	<b>Analytical Thinker.</b> Students deepen their critical thinking skills, use evidence to validate their solutions, and apply sound reasoning to decision-making.	Teachers support students in building research skills, probe solutions for viability, and embed interdisciplinary connections to lessons.	For each case, a different group of business professionals provides context and probing questions during the ideation process.	Opportunities to analyze data and curated resources for data collection
11	Year-Long 4 cases Consistent Start-Up Team	<b>Independent Thinker.</b> Students articulate complex ideas, defend their points of view, civilly disagree, and apply key learning to personal decision-making.	Teachers facilitate classroom discussions to build background and demonstrate connections between core subjects and entrepreneurship.	A consistent group of business professionals provides feedback on students' start-up ideas.	Practice with an analytical framework; Application of concepts to building a start-up business
12	Year-Long 1 case Consistent Consultancy Team	<b>Strategic Thinker.</b> Students work as business consultants providing clients with strategic recommendations from market research, trend analysis, and insights from previous challenges.	Teachers facilitate college and career connections and establish a collaborative space emulating a post-secondary workplace.	A consistent group of business professionals provides feedback on senior consultancy solutions.	Robust and open-ended questions to drive an extended project for experienced 3DE students



# Instructional Resources

3DE provides a framework for collaboration to execute cases, shares curated competency development resources, and guides the creation of resources by 3DE teachers.

## SUPPORTS FOR LAUNCH TEACHERS:

### COMPETENCY RESOURCES

- **Introduction to Competency Lessons** explore the competency, behavioral expectations, and rubric for each case.
- **Competency Mastery Rubrics** explain the specific behavioral expectations for competency mastery.

### CASE SCAFFOLDS

- **Case Briefs** support teacher planning and student research. Briefs include the central question to be solved in the case, context and considerations, the history of the company, and supplemental resources.
- A **Case Launch** is facilitated by trained 3DE teachers or 3DE staff members to deliver essential background on the case.
- **Tool Training Lessons** introduce the analytical tool for each case, including practice scenarios.
- **Presentation Rubrics** detail the criteria by which student teams' presentations will be judged.

## INTERDISCIPLINARY RESOURCES FOR ALL TEACHERS:

Case Briefs are available for teachers to plan interdisciplinary connections.

Mindset Lessons help students build the entrepreneurial mindsets necessary to participate in rigorous case experiences and work toward post-secondary goals.

Core Teacher Competency Rubrics help teachers assess key competency skills and behaviors in core academic classes.

Professional Learning Communities (PLCs) facilitate collaboration among 3DE teachers as they design and present interdisciplinary lessons aligned to the case.

A Network Repository of standards-aligned lesson ideas, classroom demonstrations, and student work can be accessed for teacher planning.



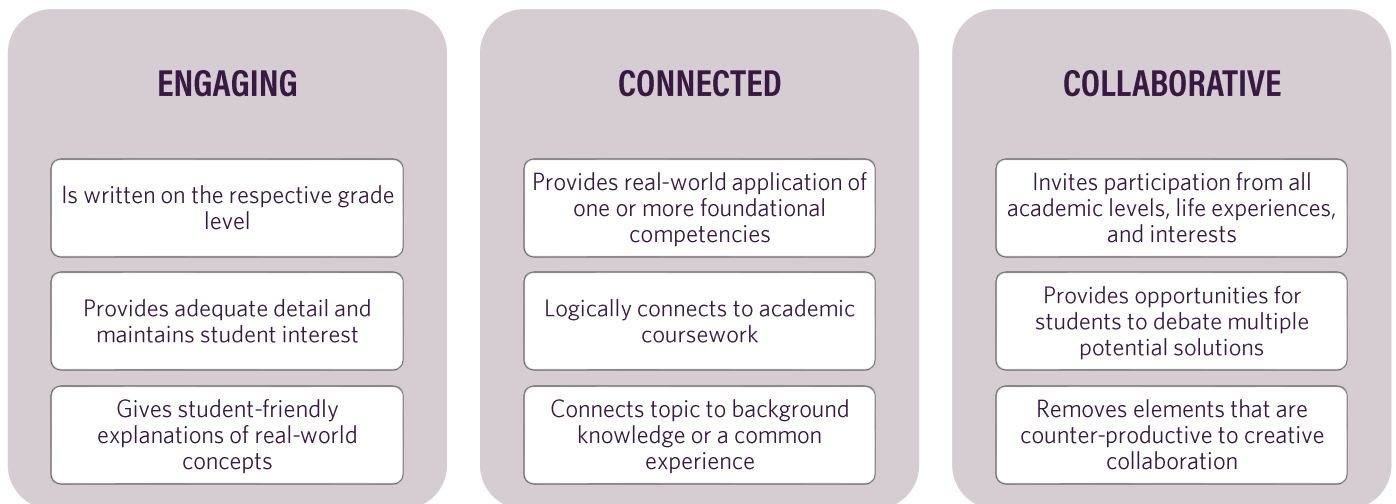
# Case Design

3DE collaborates with partners to design authentic case materials which include the following:

<b>FIXED ELEMENTS</b>	A definition of the aligned competency(/ies)
	A problem-solving process to address the challenge or study
	An analytical tool to scaffold the students' problem-solving process
	Student deliverable describing what students create and present
<b>CUSTOMIZED BY CASE</b>	A student case brief that gives context in a narrative format
	A case question outlining the big issue presented by the case
	Pre-work and an epilogue ( <i>case study only</i> )
	Case vocabulary
	Case resources/artifacts to begin student inquiry ( <i>press releases, news articles, photographs, informational graphics, etc</i> )

## DESIGN FACTORS

Case design follows a standard structure that supports teacher effectiveness and student development. 3DE ensures alignment with competency development objectives and ensures each case has the following characteristics:



# Our Approach to Inclusivity

The Competency-Based Case Method has the potential to prompt thought-provoking discussions that leverage a diversity of thoughts and life experiences. This approach requires that we promote participation from all students. Evidence shows that implementing inclusive strategies in design and implementation dramatically improves student and teacher buy-in. Alternatively, when these practices are not in place, some individuals may be isolated or discouraged from engaging in the case. As 3DE students are adolescents formulating their identities, self-perception, and understanding of the world, 3DE is responsible for meeting a standard of care that positively supports their gradual progression from curious teenagers to action-oriented young adults.

## **WE ENSURE EVERY 3DE STUDENT HAS:**

- an equitable and inclusive culture within classroom settings
- the actionable support and resources they need to be successful within 3DE
- the continual removal of barriers that may be in the way of accessing opportunity

In the design process, 3DE's Teaching and Learning team has the ultimate discretion to revise case scenarios to ensure inclusive discussion and collaboration. For example, in business scenarios that reference a target audience, the case will use a persona, a fictional representation of the ideal audience defined by their attributes, motivations, values, goals, community/culture, and stage of life. To maintain inclusivity, 3DE does not use profiles—static characteristics a person has from birth (ex. race, gender, age)—to define target markets.

To encourage collaborative discussion and inclusivity in the classroom, 3DE vets its materials to cover issues from a neutral perspective without making value judgments. 3DE is an apolitical, nonpartisan organization working in the best interest of students and their post-secondary opportunities.





# Case Design FAQs

## HOW IS A CASE CREATED?

3DE guides each company partner through the case design process. The collaborative design process ensures that each case scenario is aligned with competency development learning objectives and is authentic to the company partner. To begin the process, the 3DE Teaching and Learning team gathers information from the case partner about a real-world challenge facing today's industries through questionnaires and interviews. 3DE then collects artifacts and assets from the partner to develop a student-facing case brief as an instructional resource. Each company partner reviews and approves the case brief before being packaged into student and teacher resources. Co-authored case materials and other digital resources are provided to teachers and students to build background knowledge and introduce the case.

## DOES 3DE HAVE A PACKAGED CURRICULUM?

3DE's learning materials are a central resource for interdisciplinary planning and student inquiry. However, these materials are not packaged curricula and do not replace content in essential core subjects. These best-in-class competency development supports will be accessible via our curriculum portal, My3DE, beginning in the 2023-2024 school year. For more information on resources, see the **Instructional Resources** section of this document.

## HOW AND WHEN ARE CASES REVISED?

Following activation, 3DE collects survey feedback from stakeholders to determine when to update and redesign cases. 3DE Teaching and Learning also re-evaluates cases on an annual basis to recommend changes to better support alignment with 3DE standards and learning objectives.