



Knox County Schools

WORK-BASED LEARNING

Work Based Learning Coordinator Handbook

2022-2023



Work-Based Learning: Career Practicum

Primary Career Cluster:	General Career and Technical Education
Course Contact:	CTE.Standards@tn.gov
Course Code:	C25H16
Prerequisites(s):	Students should use their chosen elective focus and their high school plan of study as the basis for their Career Practicum experience. Students should participate in an aligned CTE program of study and/or other related courses prior to enrolling in this course. WBL experiences must reflect the student's long-term goals and interests and foster postsecondary and career preparation.
Credit:	11 or 12
Grade Level:	1 –2 credits per year, including the summer term
POS Concentrator:	This course does not satisfy credit attainment for connector status, since it is not part of an approved program of study.
Work-Based Learning Framework:	The Work-Based Learning Framework establishes the requirements for all Work-Based Learning experiences, whether offered for credit or not. The Work-Based Learning Framework is established in the Tennessee State Board of Education High School Policy 2.103.
Capstone:	This course is considered a work-based learning (WBL) capstone experience. As such, it must conform to Tennessee State Board of Education (SBE) requirements as outlined in the Work-Based Learning Framework and the Tennessee Department of Education's Work-Based Learning Policy Guide.
Teacher Endorsements:	007, 008, 021, 022, 023, 024, 025, 030, 031, 032, 033, 034, 035, 036, 037, 038, 039, 040, 041, 042, 043, 044, 045, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055, 056, 057, 058, 059, 060, 061, 062, 070, 077, 078, 079, 080, 130, 131, 132, 133, 143, 144, 145, 146, 147, 150, 151, 152, 153, 154, 155, 156, 157, 158, 102, 103, 105, 201, 202, 203, 204, 230, 231, 232, 233, 250, 301, 310, 311, 407, 408, 421, 422, 423, 424, 425, 426, 430, 431, 432, 433, 434, 435, 436, 448, 449, 450, 451, 452, 453, 458, 460, 461, 462, 463, 464, 466, 470, 471, 472, 474, 475, 476, 477, 487, 496, 498, 503, 507, 508, 512, 522, 523, 524, 527, 531, 543, 560, 561, 562, 568, 576, 577, 581, 584, 590, 594, 595, 596, 597, 598, 700, 701, 702, 703, 705, 706, 707, 710, 711, 720, 721, 722, 730, 740, 742, 750, 751, 760, 770, 771, 772, 773, 774, 775, 776, 780, 781
Industry Engagement Requirements:	Significant industry engagement is required for this course and includes, but is not limited to, setting professional expectations for quality of work, mentoring students through a project and providing feedback, and evaluating employability skill development. A dedicated workplace mentor will supervise each student in workplace-based experiences such as internships, co-op, and apprenticeships.

Course Description

Work-Based Learning: Career Practicum is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

Career Practicum activities may take one of two forms:

- 1) **Workplace-Based:** Students participate in individual work-based learning experiences in professional settings when they meet the hours required for full time course equivalent. These experiences include registered apprenticeships, cooperative education (co-op), and internships.
- 2) **Classroom-Based:** Students are immersed in a classroom-based experience where they learn through targeted industry involvement that may take the form of industry-driven project-based learning, school-based enterprise, and virtual enterprise. This model should incorporate industry engagement through activities like tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations.

Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills
- 2) A student will develop portfolios, or a similar compilation of work and evaluation samples, that demonstrate employability skill development in the categories above.
- 3) A student will exhibit work readiness attitudes and skills prior to beginning a WBL experience.

- 4) A student will have an up-to-date Training Agreement and Safety Training Log on site at the company and at the school as appropriate for workplace-based experiences. A copy of this required paperwork must be kept in school records for five years after placement.
- 5) An evaluation process must be used to ensure that experiences are high-quality for the student.

Work-Based Learning Framework

The Work-Based Learning Framework is established in SBE High School Policy 2.103 and governs all WBL experiences, both for-credit and not-for-credit. The Tennessee Department of Education's Work-Based Learning Policy Guide, *Personalized Learning Plan* template, and the Work-Based Learning Implementation Guide address training requirements, program expectations, and legal requirements. All documents are available online at: <http://tn.gov/education/topic/work-based-learning>. The standards for this course are written to conform with the SBE Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies.

Course Standards

These course standards are designed to cover the employability skills required by the Work-Based Learning Framework. As such, they are divided into three sections:

- Career knowledge and navigation skills
- 21st Century learning and innovation skills
- Personal and social skills

The application of academic and technical knowledge and skills are embedded throughout these standards to ensure compliance with SBE High School Policy 2.103.

Career Knowledge and Navigation Skills

- 1) ***Understand and demonstrate appropriate professional safety standards:*** Accurately read and interpret safety guidelines appropriate for the roles and responsibilities of the related placement or project. Listen to safety instructions and be able to explain why certain rules apply. Demonstrate good safety techniques and follow all applicable laws related to the project or placement and keep updated records of training topics in the Safety Training Log.

Work-Place Example: Prior to an internship with a local manufacturer, a student receives training in the classroom related to electrical safety, Occupational Safety and Health Administration (OSHA), state and national code requirements, and the rules of handling high-pressure pneumatics and hydraulics. These trainings are documented in the student's Safety Training Log. Once on site, the student's workplace mentor provides additional training on the safety culture of the company and the specific equipment that the student will use, which has been pre-approved by the Department of Labor and Workforce Development. The student and employer update the student's Safety Training Log and an updated copy is placed in the student's personnel file at work and at the school.

- 2) ***Plan and navigate education and career paths aligned with personal goals:*** Observe and analyze organizational culture and practices, e.g., how to interact with supervisors, clients, and co-workers, and how to recognize and address health, safety, and sustainability issues. Seek information from supervisors and other employees about appropriate methods of finding and securing employment in the industry and what knowledge, skills, and educational credentials

are required. Use the learning experience to review and update the student's long-term education and career goals based on the knowledge and feedback acquired. Proactively identify areas of strength and opportunities for professional growth, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources and support to improve skills.

Work-Place Example: During an experience at a local government agency, a student observes the roles of different professionals and asks supervisors and others about the educational credentials required for entry level positions in the fields the student found most interesting. The student follows up by talking with a school counselor about colleges and universities where those credentials could be earned, and what courses should be taken in high school to qualify for those credential programs. The student creates a resume and adds it to her portfolio to begin the application process for her selected postsecondary institution.

- 3) **Develop and implement a personalized learning plan:** Develop a Personalized Learning Plan specific to the student's placement or project, in accordance with approved policies. Participate in ongoing review and communications to determine progress against the plan with relevant stakeholders where necessary.
 - a. Select and apply appropriate technical skills to accurately solve problems and perform expected tasks related to the work-based learning experience as outlined by the student's elective focus.
 - b. Select and demonstrate appropriate format and style of communications in the work setting.
 - c. Independently and proficiently read and comprehend academic and technical texts relevant to the work-based learning experience.
 - d. Select and apply appropriate mathematical concepts to accurately solve problems and perform expected tasks related to work-based learning experiences.

- 4) **Reflect on experiences through creation of a personal portfolio:** Create a personal portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the Career Practicum course standards and the personalized learning plan. Identify and collect artifacts and/or work products that reflect the skills developed and knowledge gained through the WBL experience. Assess personal growth through thoughtful reflection and accurately self-assess to identify opportunities for further growth and development in the future. Products may include but are not limited to:
 - Career and professional development plan
 - Resume and/or references
 - Pictures, videos, or other media samples from the placement
 - Examples of materials developed and used throughout the placement
 - Journal entries reflective of tasks and activities
 - Supervisor evaluations and observations
 - WBL coordinator evaluations and observations
 - Exit evaluations that include lessons learned and self-analysis of skill development

21st Century Learning and Innovation Skills

- 5) **Demonstrate creativity and innovation:** Use idea-generating techniques to explore divergent and atypical questions and perspectives to develop original ideas for products or solve problems – such as a constructed object, proposal, presentation, solution to a problem, service, system, work of art, writing sample, invention, event, or an improvement to an existing product. Exhibit insight into the particular needs and interests of the target audience that are driving the process of innovation.

Work-Place Example: A student brainstorms with co-workers to create game features for a new app and tests out the ideas on friends who fit the target audience profile. Using their feedback and open source repositories, the student learns how to make adjustments that differentiate the app and make it appealing to the target demographic.

- 6) **Demonstrate critical thinking & problem solving:** Identify and ask significant questions to solve problems in the workplace. Use inductive and deductive reasoning methods to recognize faulty reasoning and to understand problems and alternative solutions. Solve problems using systems thinking (e.g., by understanding problems in terms of complex processes and environments). Identify key information, components and relationships that enable, influence, and produce outcomes.

Work-Place Example: A student reads a blueprint and helps prepare a project layout. By extracting information from the drawing, the student determines dimensions and calculates the quantity and cost of materials required. Using this information, the student drafts a project timeline to schedule orders and labor to ensure parts are delivered as needed during construction.

- 7) **Communicate clearly and effectively, verbally and in writing:** Articulate ideas effectively in written communications with supervisors, coworkers, and customers by developing and delivering messages in written deliverables. Verbally articulate ideas effectively in interpersonal communications with supervisors, coworkers, and customers by developing and delivering messages in oral presentations. Demonstrate effective listening skills, attending to the meaning and intention of communications, by accurately paraphrasing what has been heard and by communicating with individuals of diverse backgrounds, perspectives, and cultures.

Work-Place Example: A student makes internal and external presentations on company products and services, confers with customers by telephone and in person, and accurately records details of inquiries, as well as actions taken.

- 8) **Collaborate and work productively as a team member:** Work effectively as a member of a team and address conflict with sensitivity and respect for diverse points of view. Demonstrate understanding of one's own impact and build on different perspectives to strengthen joint efforts. Demonstrate leadership where appropriate on collaborative workplace tasks. Effectively employ meeting management strategies, such as use of an agenda, time keeping and meeting facilitation strategies, identifying action items, and scheduling next steps.

Work-Place Example: A student works with a diverse team in a warehouse to pull ordered items, package, and ship the items on time. The student alternates between taking the lead and assisting others as the situation demands.

- 9) **Demonstrate information literacy:** Access information efficiently using appropriate sources. Demonstrate understanding of the difference between credible and non-credible sources, including the difference between advertising and legitimate research. Evaluate information for usefulness, bias, and accuracy, and question information that may not be from credible sources. Demonstrate the ability to organize and manage information effectively and efficiently. Demonstrate ethical and legal uses of information, including adherence to all rules and regulations related to the sharing of protected information.

Work-Place Example: A student follows written procedures for evaluating project proposals and applies provided criteria to determine eligibility.

- 10) **Use technology effectively and appropriately:** Use appropriate technology for information search and retrieval, synchronous and asynchronous communications, multimedia presentations, document production, quantitative and qualitative analysis, and information management. Use social networking and online collaboration tools such as shared documents and web conferencing to create, integrate, and manage information in group projects. Access and manage online communication and information using multiple digital devices such as laptop computers, tablets, smart phones, etc. Demonstrate adherence to all rules and regulations related to the use of electronic tools and the internet, including appropriate protection of passcodes and adherence to all security protocols.

Work-Place Example: A student participates in project or staff meetings remotely using a web-based conferencing system, contributes to presentations using various applications, or enters data accurately into a database.

Personal and Social Skills

- 11) **Demonstrate initiative and self-direction:** Complete tasks as directed without direct supervision, knowing when questions or guidance should be requested. Exhibit resourcefulness and initiative in taking on new tasks and solving problems as appropriate to the workplace setting. Demonstrate interest in learning and exhibit personal agency in identifying and achieving instrumental and ultimate learning objectives. Demonstrate curiosity to learn more about the tasks, as exhibited in the workplace or industry. Explore deeper content on one's own and request opportunities for professional development. Demonstrate self-efficacy and confidence in one's ability to succeed in specific situations.

Work-Place Example: A student identifies an opportunity to improve an existing marketing process using an online tool that automates and customizes messaging for its audience. Without being asked, the student researches the cost, use, and effectiveness of the tool, as well as potential drawbacks. The student then develops written documentation and presents the proposal to a supervisor for consideration and possible implementation.

- 12) **Demonstrate professionalism and ethical behavior:** Present oneself professionally and with proper etiquette, in accordance with norms of the industry and workplace. Demonstrate reliability and responsibility in attendance and in following through on agreed-upon tasks; communicate with supervisor when circumstances change. Demonstrate integrity and ethical behavior in all worksite activities including the use of tools and materials, handling of money, logging of hours, billing of clients, sharing of information, and completion of all personnel-related forms. Understand and adhere to appropriate workplace non-discrimination standards on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity, pregnancy, veteran status, or any characteristic of a person or group unrelated to the workplace.

Work-Place Example: A student assists in preparing client files, and performs other delegated tasks under close supervision of an office employee, always maintaining a professional attitude and respecting client privacy and confidentiality.

- 13) **Demonstrate interpersonal and social skills using cultural/global competence:** Demonstrate effective and respectful interactions with coworkers, supervisors, and customers. Respect cultural differences at a worksite or project, and work effectively with people from diverse social and cultural backgrounds. Exhibit appropriate interpersonal behaviors regarding workplace hierarchy, use of time/punctuality, dress, food, holidays, and etiquette.

Work-Place Example: A student interacts effectively with a very diverse group of customers, supervisors, and other personnel, using learned customer service skills and a calm demeanor to exchange information and resolve problems.

- 14) **Demonstrate adaptability and flexibility:** Exhibit adaptability and flexibility in a variety of roles, jobs responsibilities, schedules and contexts. Work effectively when projects and tasks change or the priorities seem ambiguous. Demonstrate a willingness to alter behaviors or tasks as circumstances change. Respond positively to praise, setbacks, and constructive criticism.

Work-Place Example: A student follows instructions and responds well to constructive criticism and frequent changes in assignments while testing, repairing, and reassembling a wide array of mechanical parts for machinery and systems.

- 15) **Demonstrate productivity and accountability:** Manage time and projects effectively by setting goals; developing and using a system for prioritizing, planning and managing daily work; and seeking assistance and adjusting plans to adapt to changing circumstances. Demonstrate attention to detail, and degree of precision and accuracy appropriate to the task. Demonstrate accountability to coworkers and supervisors and customers by delivering work to agreed-upon standards and completing agreed-upon projects on time, and exhibiting pride in workmanship.

Work-Place Example: A student works independently, and as part of a team, to coordinate events and meetings. The student demonstrates the necessary punctuality, attention to detail, and accountability to other team members in completing assigned tasks and taking initiative to pitch in as required for scheduling, facilitating, and assisting all events and activities.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- Employability Skills Framework, United States Department of Education. (2014). <http://cte.ed.gov/employabilityskills>

What is Work Based Learning?

Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Work-based learning activities can begin as early as elementary school and continue through postsecondary. WBL experiences should align with student interest and provide exposure to professional work settings and expectations. Student work is judged by professional standards, and students are motivated by feedback from workplace supervisors, customers, and clients. WBL experiences may culminate in capstone WBL experiences such as internships, apprenticeships, clinical, and practicums for high school credit. WBL Career Practicum course (6105) may substitute for the Level 3 or 4 offering in all programs of study.

Which capstone WBL courses count toward a student’s CTE concentrator status?

The courses below are offered at the fourth level of current CTE programs of study and may count toward CTE concentrator status. These courses require that students complete a Personalized Learning Plan (PLP) to set goals for their skill development (WBL General Policy #37). Students must report their PLP information in the WBL Student Placement Portal.

<ul style="list-style-type: none"> • Advanced Interior Design (6121) 	<ul style="list-style-type: none"> • Applied Arts Practicum (6158)
<ul style="list-style-type: none"> • Business & Entrepreneurship Practicum (6159) 	<ul style="list-style-type: none"> • Clinical Internship (5993)
<ul style="list-style-type: none"> • Coding Practicum (5908) 	<ul style="list-style-type: none"> • Construction Practicum (6160)
<ul style="list-style-type: none"> • Culinary Arts IV (6167) 	<ul style="list-style-type: none"> • Cybersecurity Practicum (6177)
<ul style="list-style-type: none"> • Early Childhood Education Careers IV (6135) 	<ul style="list-style-type: none"> • Educational Therapy and Support Practicum (6183)
<ul style="list-style-type: none"> • Emergency Medical Services Practicum (6165) 	<ul style="list-style-type: none"> • Engineering Practicum (6141)
<ul style="list-style-type: none"> • Event Planning & Management (6168) 	<ul style="list-style-type: none"> • Collision Repair: Damage, Analysis, Estimating and Customer Service (6149)
<ul style="list-style-type: none"> • Health Services Administration Practicum (6188) 	<ul style="list-style-type: none"> • Human Resources Management Practicum (6187)
<ul style="list-style-type: none"> • Human Services Practicum (6138) 	<ul style="list-style-type: none"> • IT Clinical Internship (6096)
<ul style="list-style-type: none"> • Nursing Education (6000) 	<ul style="list-style-type: none"> • Manufacturing Practicum (5926)
<ul style="list-style-type: none"> • Public Health Practicum(6184) 	<ul style="list-style-type: none"> • STEM Practicum (6147)
<ul style="list-style-type: none"> • Teaching as a Profession III (6126) 	<ul style="list-style-type: none"> • Web Design Practicum (6171)

Child Labor Act

Applies to and protects all minors working under the age of 18 unless proof of one of the following is provided in the minor's employment file:

- The minor is married, divorced or a parent
- The minor has been emancipated by a court of law
- The minor has graduated or earned a GED diploma

Prohibited Occupations for Minors:

- Child Labor Laws in Tennessee identify 21 "Hazardous Occupations" that are prohibited to minors, which are outlined in Tennessee Code (TCA 50-5-106) and are listed on the Child Labor Poster provided by TDLWD
- Exemptions exist in a few Hazardous Occupations for students who are over 16 AND who are enrolled in a related CTE program of study or are apprentices (TCA 50-5-107). To participate in these placements for WBL, a Hazardous Occupation Exemption form must be completed and kept on file with all other required paperwork.

Examples of Hazardous Occupations for minors 14 or 15 years old:

- Cooking
- Operating any machinery other than office machines
- Operating power-driven lawn equipment
- All other prohibited occupations for minors 16 or 17 years old

Examples of Hazardous Occupations for minors 16 or 17 years old:

- Motor vehicle driving occupations
- Any type of explosive/fireworks work
- Occupations involved in door-to-door sales
- Occupations involved in roofing operations
- Occupations involved in the operation of circular saws
- Operation of power driven machinery and heavy equipment
 - Exception for students in CTE programs of study related to Agriculture
- Operation of power-driven wood working machines
 - Exception for students in CTE programs of study related to Architecture & Construction
- Operation of metal stamping or forming machines
 - Exception for students in CTE programs of study related to Architecture & Construction or Advanced Manufacturing

<i>Minors 14 or 15 years old:</i>	<i>Minors 16 or 17 years old:</i>
<p>Outside of school, MAY:</p> <ul style="list-style-type: none"> • Work up to 3 hours per day on a school day • Work up to 8 hours per day on Saturday or Sunday but no later than 7:00 p.m. • Work up to 18 hours per week • Work up to 8 hours per day, 40 hours per week, and no later than 9:00 p.m. during summer break & non-school weeks 	<p>MAY:</p> <ul style="list-style-type: none"> • <i>Work until 10:00 pm <u>without</u> a parental consent form, but no later</i> • Work until midnight 3 nights per week on a school night IF a notarized parental consent form is retained in work file for one year after expiration and updated yearly • <i>Work any number of hours per week AS LONG AS school attendance and grades are NOT affected</i> • Work any number of hours per week when school is not in session • <i>Work during school hours if a written Training Agreement verifies enrollment and authorizes the student to be engaged in employment for educational purposes, renewed yearly</i>
May NOT participate in capstone WBL for credit (TDOE WBL Policy)	MAY participate in capstone WBL for credit (TDOE WBL Policy)

<i>Employer Responsibilities:</i>	
<p>Rest or Meal Breaks</p> <ul style="list-style-type: none"> • Any minor working 6 or more hours must be given a 30 minute unpaid meal break not before or during the first hour of work. • Employer must maintain written documentation of each minor's required break. 	<p>Employee Files for Minors: Employers must have the following items in each minor's personnel file at the work location:</p> <ul style="list-style-type: none"> • A employment application • A copy of proof of age • Time records including breaks • Parental Consent Form (if applicable) • A copy of the WBL Training Agreements and Safety Training Log
<p>Proof of Age Employer must maintain a copy of one of the following items of proof of age in each minor's employee file:</p> <ul style="list-style-type: none"> • Birth Certificate • Driver's License • State Issued ID card • Valid Passport <p>Statement of Oath from the Court</p>	

For questions related to Child Labor Laws and WBL student placements, please contact:

THE WORKPLACE REGULATIONS & COMPLIANCE LABOR STANDARDS UNIT

(865) 588-6814, option 3

<http://www.tn.gov/workforce/>

Work-Based Learning Job Titles and Responsibilities

Elective Focus Teacher	WBL Coordinator
<ul style="list-style-type: none"> ● PRIOR TO SEMESTER ● Instruct student to complete KCS Intent to Participate & Teacher Recommendation Forms ● Ensure student is willing to complete the PLP and portfolio as indicated on the above form ● Placement secured by student & approved by elective focus teacher ● Verify all WBL requirements are met: <p>*at least age 16 *on track to graduate *90% attendance *3rd or 4th course in & aligned with the student's POS/elective focus</p> <ul style="list-style-type: none"> ● BEGINNING OF SEMESTER ● Verify proper employment/placement *Aligned to POS <p>*Licensed business *Workman's Comp</p> <ul style="list-style-type: none"> ● Make initial worksite safety visit using the "audit form" in the WBL Toolbox ● Get Parent Agreement signed ● Get all WBL Forms signed by all parties listed on each form ● Have student complete the PLP Part A ● Before the end of the 2nd week of semester-- Take original forms to WBL Coordinator, then School-based WBL Manager & Principal for approval & signatures, then keep original in the classroom ● All placements considered "Hazardous" have to be approved by the CTE Director & Hazardous Occupation Exemption Form signed by all parties indicated on the form ● Provide employer with copy of signed WBL Forms and PLP ● Verify age 16 (copy of Driver's license) and, if off campus, complete Student Driver Release Form & verify insurance (make a copy of Automobile Insurance card and keep on file at school) ● Ensure 100% mastery on safety test prior to beginning work site experience ● THROUGHOUT SEMESTER ● Document at least one worksite visit per grading period 	<ul style="list-style-type: none"> ● PRIOR TO SEMESTER ● Participate in online Work Based Learning training provided by Tennessee Department of Education. <ul style="list-style-type: none"> ○ Recertify prior to certificate expiration date (valid for two years of issue date) by repeating the above ● Assure student meets the student WBL requirements ● Complete, manage and maintain all WBL student records ● Verify all Certified WBL Coordinators/Teachers (check certificate expiration date) ● Verify all WBL requirements are met: <p>*at least age 16 *on track to graduate *90% attendance *3rd or 4th course in & aligned with the student's POS/elective focus</p> <ul style="list-style-type: none"> ● BEGINNING OF SEMESTER ● Collect, review, and monitor all forms are complete, signed by all, & aligned with student's POS/elective focus ● Sign & date forms as the WBL Coordinator

- Set schedule for student contact to assure all WBL course standards are met (once a week minimum)
- Ensure student is working on portfolio artifacts
- Check student is completing PLP Part B
- Have student maintain a record of time at the worksite using the WBL Time Sheet
- Ensure student is completing an equivalent # of hours as if in a classroom per week (135 total hours) and in compliance with Child Labor Law
- Make additional contacts with employer if needed (email, phone, in person)

- **BEFORE THE END OF SEMESTER**
- Ensure completion of PLP Part B and Portfolio
- Have employer complete a final student evaluation
- Follow up with employer- complete Satisfaction Survey
- Input student competency data in eTiger for WBL course
- Grade portfolio (using the Rubric) and return portfolio to student
- **Before end of the semester**, ensure Graded Portfolio Rubric:
- **CTE**—upload to QPI End of Year folder
- **SPED**—send to Michelle Pittman
- **GenEd**—School-based WBL Manager keeps on file at the school.

Elective Focus Teacher and WBL Coordinator could be same person.

*Elective Focus Teacher and WBL Coordinator have to be trained by the TDOE and hold a current certificate. All Forms and documents can be located in the Knox County CTE WBL Guide <http://www.knoxschools.org/cte> or on the state WBL website <https://tn.gov/education/topic/work-based-learning> For questions regarding the WBL job titles and responsibilities please contact Jeana Kirby at 865-406-0355 or jeana.kirby@knoxschools.org

- **Before the end of the 2nd week of semester**-- Give all original WBL forms to School-based WBL Manager and then Principal for approval & signature

- **THROUGHOUT SEMESTER**
- Ensure Elective Focus Teacher/WBL Coordinator is making and documenting one worksite visit per grading period

- **BEFORE THE END OF SEMESTER**
- Ensure teacher sends Graded Portfolio Rubrics:
- **CTE**—upload to QPI end of year folder
- **SPED**—send to Michelle Pittman
- **GenEd**—School-based WBL Manager keep on file at the school.

Sample WBL Semester Outline

Week		Topic	Standards Covered
Week	1	Complete WBL paperwork/PLP; Intro to WBL	3) Develop and implement a personalized learning plan
Week	2	Complete WBL paperwork/PLP; Goal-setting lesson	3) Develop and implement a personalized learning plan
Week	3	Safety Training – Safety training test	1) Understand/Demonstrate appropriate professional safety standards
Week	4	Create professional resume; update PLP, revise	2) Plan and navigate education and career paths aligned with
Week	5	Professionalism and Ethics Lesson – practice emailing and phone calls; complete ethics case studies	12) demonstrate professionalism and ethical behavior
Week	6	Tell Me About Your Job and Industry – Research Paper	7) communicate clearly and effectively, verbally and in writing; 9) Demonstrate information literacy
Week	7	Teamwork and Problem Solving – Team Building Challenges (Human Knot, No-Hands Cup-Stacking Challenge)	6) demonstrate critical thinking and problem solving; 8) Collaborate and work productively as a team member
Week	8	Cultural/Global Competence – PowerPoint/Prezi on international business customs	5) demonstrate creativity and innovation; 13) demonstrate interpersonal and social skills using cultural/global competence
Week	9	In-Class Presentations over weeks -8 Assignments	7)communicate clearly and effectively, verbally and in writing; 10) Use technology effectively and appropriately
Week	10	Online Career Assessment	2)Plan and navigate education and career paths aligned with personal goals
Week	11	Career Assessment – Continued	2)Plan and navigate education and career paths aligned with personal goals
Week	12	Connecting Career Interests to What's Next – Pick top three careers and write a research paper on what education and/or training you will need	7)Communicate clearly and effectively, verbally and in writing; 10) Use technology effectively and appropriately
Week	13	Connecting Career Interests to What' Next – Create Presentation on Top 3 Postsecondary School Options for your #1 Career	7)Communicate clearly and effectively, verbally and in writing; 10) Use technology effectively and appropriately
Week	14	Talking about Yourself with Others – write and practice elevator pitches	7)Communicate clearly and effectively, verbally and in writing; 11)Demonstrate initiative and self-direction
Week	15	Informational Interviews – Meet with or call two people in your career industry of interest. Write a reflection essay on what you learned from them and how it affects your interest in that career/industry	7) Communicate clearly and effectively, verbally and in writing; 4)Reflect on experiences through creation of personal portfolio
Week	16	Portfolios and Final Presentations – work on creating/updating your portfolio and final presentation	4)Reflect on experiences through creation of personal portfolio; 5)Demonstrate creativity and innovation; 7)Communicate clearly and effectively, verbally and in writing; 10)Use technology effectively and appropriately
Week	17	Portfolios and Final Presentations – work on creating/updating your portfolio and final presentation	3) Reflect on experiences through creation of personal portfolio; 5)Demonstrate creativity and innovation; 7)Communicate clearly and effectively, verbally and in writing; 10)Use technology effectively and appropriately
Week	18	Final Presentation	4) Reflect on experiences through creation of personal portfolio; 7)Communicate clearly and effectively, verbally and in writing; 10)Use technology effectively and appropriately

Work-Based Learning Employability Skills Checklist

The following skills were identified as the most critical employability skills that can be learned through work-based learning. Over 225 stakeholders from across Tennessee vetted this list through focus groups with the Tennessee Department of Education, including administrators, teachers, WBL coordinators, CTE directors, and postsecondary and industry representatives. While all these skills were deemed important by all stakeholders, the most critical were “Application of Academic Knowledge and Skills” and “Personal and Social Skills.”

Application of Academic and Technical Knowledge and Skills

- LITERACY: Read and comprehend relevant academic and technical texts**
- MATH: Select and apply relevant mathematical concepts to solve problems and perform expected tasks**
- INDUSTRY-SPECIFIC TECHNICAL SKILLS: Demonstrate industry-specific technical skills**
- INDUSTRY_SPECIFIC SAFETY SKILLS: Demonstrate adherence to industry-specific safety regulations**

Career Knowledge and Navigation Skills

- UNDERSTANDING CAREER PATHS: Plan and navigate education/career paths aligned to personal goals**
- PLANNING: Develop and implement a personalized student learning plan**
- REFLECTION: Reflect on experiences through creation of a personal portfolio**

21st Century Learning and Innovation Skills

- CREATIVITY AND INNOVATION: Think creatively, Work creatively with others, Implement innovations**
- CRITICAL THINKING & PROBLEM SOLVING: Reason effectively, Make judgments and decisions, Solve problem**

COMMUNICATION: Oral and written communications skills appropriate to the context, Listen effectively

- COLLABORATION: Exercise flexibility and willingness, assume shared responsibility, and work with diverse teams**
- INFORMATION LITERACY: Access and evaluate information, manage information accurately and ethically**
- ICT (Information, Communications & Technology) LITERACY: Use technology effectively and appropriately**

Personal and Social Skills

- INITIATIVE: Work independently; demonstrate agency, curiosity, and the ability to learn**
- PROFESSIONALISM, ETHICS, AND INTERPERSONAL SKILL: Demonstrate reliability, integrity, responsibility, proper etiquette, and ethical behavior**
- CULTURAL AND GLOBAL COMPETENCE: Exhibit interpersonal and social skills that respectful of cultural differences**
- ADAPTABILITY AND FLEXIBILITY: Adapt flexibly to roles and responsibility; work effectively with ambiguity; change course as needed**
- PRODUCTIVITY: Set goals and priorities and manage time and projects; exhibit punctuality, persistence, and precision and accuracy; complete projects to agreed-upon standards**



KNOX COUNTY SCHOOLS

WORK BASED LEARNING QUICK REFERENCE GUIDE

Teacher WBL Requirements

- Participate in online Work Based Learning training provided by Tennessee Department of Education.
 - Recertify prior to certificate expiration date (valid for two years of issue date) by repeating the above
- Assure student meets the student WBL requirements
- Complete, manage and maintain all WBL student records

Student WBL Requirements

- Be at least 16 years of age
- Be on track to graduate and not lacking in credits for their grade level
- Have a 90% attendance rate
- Must be completing Work-Based Learning: Career Practicum (6105) as the 3rd or 4th course in the CTE program of study/elective focus and placed within an aligned occupation

General WBL Requirements

- For paid experiences, all workplaces must be considered licensed businesses
- For paid experiences, Worker's Compensation must be provided (all businesses employing 5 or more workers are required to provide WC)
- Students must be at the worksite the equivalent number of hours they would be in the classroom per week (135 total hours). Parents must provide transportation and auto insurance required if students are placed off campus.
- Course standards, covering soft skills, must be addressed and competency information must be recorded in e-TIGER for all students receiving credit in course 6105 or other CTE Specialized Practicum courses

Specialized WBL Requirements

Healthcare Placement

- Healthcare related experiences, where there is anticipated contact with patients, must be under the supervision of a health science instructor
- Healthcare WBL experiences are part of Clinical Internship
- All healthcare placements must be enrolled in health science courses
- OSHA and HIPAA training must be on file for 7 years
- Health Insurance, Physical Exam, Vaccines, and CPR training are required
- Hazardous Occupation Exemption Forms must be in place
- Medical liability policies must cover each participant
- Safety exams, indicating 100% mastery, must be kept on file for 7 years after the experience
- Clinical Internship students must complete the WBL Portfolio

Construction, Manufacturing, & Automotive Placement

- Must be under the supervision of the program of study instructor, or program of study instructor must perform initial safety visit in conjunction with WBL certified instructor
- Hazardous Occupation Exemption Forms must be in place
- Students can only perform the hazardous occupation for one hour per shift
- Safety tests indicating 100% proficiency must be on file and kept on file 5 years after the placement

Work Based Learning Forms to be Completed



Knox County Schools Work-based Learning Intent to Participate and Referral Form

Work-based Learning Requirements:

- The experience must align to the student's elective focus or CTE program of study.
- The WBL course must be the third or fourth course in the student's elective focus or program of study. WBL Career Practicum (6105) may substitute for the Level 3 or 4 offering in all programs of study.
- The student must be at least 16 years of age.
- The student must maintain an attendance rate of 90% in school and in the WBL experience unless otherwise agreed upon prior to the start of the WBL experience and deemed acceptable to the workplace mentor and WBL Coordinator. The student's signed WBL Training Agreement must stipulate any exceptions to this policy.
- The student must be on track to graduate.
- Recommendation form completed from current/former program of study teacher or elective focus teacher.
- The student must complete the Personalized Learning Plan (Part A) along with required agreement forms prior to beginning the experience.
- The student must complete the Personalized Learning Plan (Part B) during the experience.
- The student must complete a portfolio by the end of the experience.
- The student must complete the WBL Student Placement Portal on the CTE WBL State website.
- The student must have a willing, work-site mentor throughout the experience.
- It is the student's responsibility to find an appropriate WBL placement before the semester begins. This placement must align with the elective focus/program of study and be approved by the WBL teacher/coordinator.
- The student's disciplinary action record will be examined prior to placement in any work-based learning experience in order to support a safe work environment.

Work-based Learning Exceptions for Students Receiving an Occupational or Special Education Diploma:

- The need for the WBL experience must be documented in the IEP, therefore, not requiring the recommendation form.
- Community placements will be arranged by the school for students participating in Transitions/non-paid experiences. Space availability must be approved prior to placement in work adjustment sites.

Work-based Learning Intent to Participate Submission and Review Process:

- Talk to your counselor or case manager to determine if you meet the above requirements. This conversation should take place during the semester prior to the student's work-based learning placement.
- Complete the Work-based Learning Referral form, obtaining school counselor signature and teacher recommendation.
- Obtain a recommendation from your elective focus/program of study teacher or case manager.

Student Information (to be completed by the student)

Student Name: _____ **Grade Level:** _____ **Student Age:** _____
Graduation/Exit Year: _____ **Elective Focus** _____
Classes completed in Program of Study/Elective Focus: 1) _____
2) _____ 3) _____ 4) _____

Employment Plans: (Job Placement) (Be specific. Explain how participation in this type of work-based learning experience you describe will further your understanding of the skills/concepts presented in your focus area of program of study).

- 1. Submit your completed referral form to the Work-based Learning Coordinator/Teacher.**
- 2. The WBL teacher/coordinator or case manager will make sure the placement is acceptable before approval is granted and will confer with school counselor to ensure possible scheduling.**

Student Signature	Date
Parent Signature	Date
Program of Study/Elective Focus Teacher/Case Manager Signature	Date
The program of study/elective focus teacher/case manager should also complete the attached teacher recommendation form.	

Administrative Information (to be completed by the counselor)

Does the student meet the 90% attendance rate guideline? Yes or No
Is this student on track to graduate? Yes or No
Describe any disciplinary action against this student in the past year:
Anticipated Diploma Type (circle one): Regular Special Education Occupational

Counselor Signature _____ Date _____

Final Approval (to be completed by WBL Coordinator/Teacher)

Does this placement require use of the Hazardous Occupation Exemption Form? Yes or No
If yes, consult with CTE Director or Special Education WBL Supervisor prior to approving this placement.

Name of Business Placement: _____
Is this a licensed business? Yes or No
Does the business have Workman's Compensation coverage for each employee/placement? Yes or No

WBL Placement: Approved or Denied *Comments:*

WBL Coordinator Signature _____ Date _____

Work-Based Learning Teacher Recommendation Form

Student Name:

The above student has given your name as a reference on an application for participation in a work-based learning during the next term/school year.

In what classes or activities have you observed this student? Also, please list the two prior elective focus courses that allow this student to be eligible for work-based learning.

Please rate this student on the following characteristics:

	Excellent	Good	Average	Needs Improvement
Relating to Others				
Attendance/Tardiness				
Punctuality				
Cooperation				
Personal Appearance				
Expression of Ideas				
Industriousness				
Reliability				
Integrity				
Scholarship (Ability)				
Initiative				
Qualities of Leadership				

Special talents or strengths of this student:

Areas in which this student may need special assistance:

Concerns regarding this student's placement in work-based learning:

Comments:

Teacher Signature: _____ Date: _____

The teacher should submit this completed form directly to the school counselor.



Work-Based Learning Student Driving Permission Guidelines and Agreement

This agreement outlines the student’s responsibilities and privilege of being able to drive to and from work-based learning activities and sites such as job shadows, employer visits, interviews, job sites, training sites and other activities.

Student Name	Worksite
--------------	----------

It is to be understood by all parties:

The student will be driving to and from his/her work-based learning activity site only. After the activity is completed for the day, the student will go directly back to the school or to his/her residence. The student will not transport any other student(s) while involved in any work-based learning activities.

It is further understood by all parties:

That driving is a privilege, and the student guidelines / responsibilities listed below must be agreed to, and this form and the student’s schedule must be completed and on file with the appropriate school personnel **before** the work-based learning activity takes place.

1. The student will drive to and from work-based learning activities alone.
2. The student will drive at legal speeds and in a safe and normal manner.
3. The student will leave the school or home with reasonable time to get to the scheduled work-based learning activity site.
4. The student will not take any alcohol or other mind-altering substances to, during, or from the work-based learning activity.
5. The student must be a licensed driver.
6. It is the responsibility of the student and her/his family to ensure that the student is covered by automobile insurance, and that he/she will only drive a properly insured, inspected, and registered vehicle:

Initial on the following line to verify compliance.

_____ Copies of the student’s driver’s license, automobile insurance card, and registration of the vehicle he/she will be driving have been provided to the appropriate school personnel for the student file.

_____ **Infractions of these rules will result in the loss of driving privileges and possible loss of the work-based learning activity.**

ACKNOWLEDGEMENT OF PERSONAL LIABILITY AND WAIVER

I also understand that Work-based Learning and Clinical Internship/Nursing Education may expose my child to some risks and I assume any such risk that may arise there from. I accept full responsibility for all medical expenses for any injuries that might occur to my child by reason of his/her participation.

By signing this form, I hereby release Knox County Schools, its Board, its Board members, administrators, directors, officers, teachers, employees, agents, assigns, and volunteers (“released parties”) from and against any and all claims, demands, actions, complaints, suits or other forms of liability that any of them may sustain (a) arising out of my child’s failure to comply with local, state, and federal laws and District policies, procedures, and the Code of Conduct; (b) arising out of any damage or injury caused by my child’s operation of their motor vehicle in

relation to this activity. I also agree to indemnify and hold harmless the released parties from the released claims, including any and all related costs, attorney fees, liabilities, settlements, and/or judgments.

I confirm that I have carefully read this CONSENT AND RELEASE and agree to its terms knowingly and voluntarily. I also confirm that I am the parent or legal guardian of the child or I am a student 18 years or older.

I have signed this CONSENT AND RELEASE this ___ day of _____, 20___. This consent and release has been read and is understood by me.

Student's Signature **Date**

Parent/Guardian's signature (if student less than 18 years of age) **Date**

School Principal Approval **Date**

Teacher Approval **Date**

Knox County Schools' Work-Based Learning (WBL) Career Practicum-6105
Student-Employer-Parent Agreement

1. All students seeking WBL credit must have a placement which is approved by the WBL instructor prior to their enrollment in the course. The student will complete all initial WBL paperwork to validate their participation within two weeks of their placement.
2. The students must maintain their placement for the entire semester. If a job change does occur, the student is responsible for completing the WBL paperwork for the new placement and submitting that paperwork within two weeks of the job change occurring for instructor approval.
3. If a student is dismissed from his/her placement through his/her own negligence or misconduct, proven by the instructor's investigation, the student may be dropped from the WBL program. WBL credit will not be awarded if this situation occurs.
4. Should an unpleasant job situation arise, the student should notify the instructor immediately? A conference with the student, the WBL instructor, and the employer will determine the course of action. It is important that the student and parent understand that the student's placement comes under school supervision.
5. **The student may not quit a job without first notifying the WBL instructor. The student must give two weeks' notice to the employer. Failure to do so may result in the student receiving an "F" for that grading period's WBL grade and/or, depending on the circumstances, being dropped from the WBL program.**
6. **A WBL student must not report to work on the days that he/she is absent from school without contacting the WBL instructor.** If the student goes to work without attending school and does not contact the instructor, the student may receive an "F" for that grading period's WBL grade. Continued abuse of this policy may result in the student being dropped from the WBL portion of the class and the loss of WBL credit.
7. **A student should be employed the equivalent amount of time per week that he or she would normally spend in class in order to receive WBL credit.** WBL credits will be awarded based on the student's course work completion, job performance/evaluation scores, and attendance. The student must complete the course work requirements, including a capstone portfolio, in order to receive final credit. An employer may schedule a student during weekends, holidays, and school breaks as long as the student's work hours meet the requirements of child labor laws.
8. WBL credit is earned by the student by a.) maintaining employment, b.) completing WBL documents, as required, c.) completing all assignments made by the WBL instructor, d.) attendance in classes and work experiences as scheduled. The student is responsible for attending WBL class meetings as scheduled by the instructor. Failure to attend WBL class meetings and WBL assignments can result in an "F" in the class, even if the student maintains employment.
9. **The student must be on track to graduate and maintain passing grades in all classes in order to participate in WBL. The WBL instructor reserves the right to alter the student's work schedule in order to assure the student's success in all course work.** The student's education comes first and foremost and is of primary importance to all concerned.
10. One of the goals of the WBL experience is to provide students with the opportunity to develop personal responsibility for their own actions. **The WBL experiences will provide multiple opportunities for the students to develop a variety of skills focused into four areas: 1.) Application of Academic Knowledge & Technical Skills, 2.) Career Knowledge and Navigation Skills, 3.) 21st Century Learning and Innovation Skills, 4.) Personal and Social Skills.** These skills will be developed/assessed through a series of assignments throughout the semester provided through in-class time with the instructor. The WBL activity is a pipeline for our local businesses and industry to hire qualified and dependable employees. Our goal is to reinforce that purpose with high expectations for our WBL students.
11. Students must be aware that they represent the program, the school, and themselves to both the community and the employer. The student's attitude, cooperative nature, initiative, and desire to do well will count as part of their WBL evaluation, both in the classroom and on the job. The student should remember that the entire WBL program is judged by their individual actions and appearance.

I have read the above statements with full understanding and agree to put forth my best efforts to achieve success.

Student Signature/Date

Employer Signature/Date

Parent Signature/Date

KNOX COUNTY SCHOOLS

MEDICAL RELEASE

This form is used to record parental permission for medical and surgical treatment in case medical emergencies arise during a field trip.

We, the undersigned as the parents and legal guardians of

Print Student's Name _____

hereby grant to the Knox County Board of Education, its employees and agents the authority to seek medical care for our child. We further consent to any and all emergency medical and surgical treatments, including anesthesia and operations which may be deemed medically necessary by any qualified physician selected by agents or officials of the Knox County School Board. The intention thereof is to grant authority to administer and to perform all and singularly any emergency examinations, treatments, anesthetic, operations, and diagnostic procedures which may now or during the course of the patient's care, be deemed medically necessary by any qualified physician. Witness of our consent and agreement to the matters stated above, we have subscribed our signatures below.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

STATE OF TENNESSEE, COUNTY OF _____

SUBSCRIBED and sworn to before me, a Notary Public, this _____ day of _____, 20_____.

My commission expires _____

Notary

Medical Insurance Company _____ Policy # _____

If not covered by medical insurance, please check box.

Student's Address _____ Phone _____

Date of Birth _____

Father _____ Home Phone _____

Business _____ Business Phone _____

Mother _____ Home Phone _____

Business _____ Business Phone _____

Family Physician's Name _____ Phone _____

Address _____ City _____ ST _____

Allergies or Special Conditions _____

NOTE: In the event of an emergency medical situation, even with the form, the chaperone will attempt first to contact the student's parent/guardian.

Disposition

Copy to the office Date _____

Original is retained by teacher and taken on the field trip.



Knox County Schools Student Media Release Form

I, as the parent/guardian of _____, hereby give Knox County Schools and its employees, representatives and authorized media organizations permission to photograph, interview and record my child and his/her likeness for use in audio, video, film or other electronic, digital and printed media. I also give Knox County Schools permission to release photos or recordings of any type to news media outlets including, but not limited to, newspapers and television stations.

I understand that neither Knox County Schools nor the news media has any obligation to use or be compensated for such rights. I am also aware that I will not receive monetary compensation for my child's participation, and I waive any right to inspect or approve final use of materials.

I agree to release and hold harmless Knox County Schools, its staff, the Board of Education and assignees from any liability or claims of damage, known or unknown, related to such use.

Please note if you opt out of the media release form, your child's photograph will still be included in yearbook and classroom publications as part of directory information unless you notify the district otherwise. Additionally, if at any time you wish to withdraw your consent, you may contact the Office of Public Affairs at 865-594-1905; however, any prior photos or recordings of your child will remain part of the district's archive.

Name of child's school: _____

Parent/legal guardian: _____
(Print)

(Signature)

Date: _____

Hazardous Occupation Exemption Agreement Form for WBL Students

STUDENT INFORMATION

Last Name _____	Employer _____
First Name _____	School District _____
Middle Name _____	School Name _____
Social Security Number _____	CTE Career Cluster _____
Date of Birth _____	CTE Program of Study _____

CHECK THE HAZARDOUS OCCUPATION FOR WHICH THE EXEMPTION APPLIES:

- Work using power-driven woodworking machines, including the use of saws on construction sites.
- Work using power-driven metal forming, punching, and shearing machines (but HO8 permits the use of large group of machine tools used on metal, including lathes, turning machines, milling machines, grinding, boring machines, and planning machines).
- Work involving slaughtering or meatpacking, processing, or rendering including the operation of power-driven meat slicers in retail stores.
- Work using power-driven paper-products machines, including the operation and loading of paper balers in grocery stores.
- Work involving the use of circular saws, band saws, and guillotine shears.
- All work in roofing operations. ×
- All work in excavating operations, including work in a trench as a plumber.
- Possible exposure to blood and body fluids.

IN ACCORDANCE WITH T.C.A., §50-5-107 (10), (11), AND (12), THE UNDERSIGNED ATTEST TO THE FOLLOWING:

1. The student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.
2. The work of the student learner in the occupation declared particularly hazardous is incidental to the training received.
3. That the work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
4. That the safety instructions shall be given by the school and correlated by the employer with on-the-job training.
5. That the student has a schedule of organized and progressive work processes to perform on the job.

SIGNATURES OF AGREEMENT

Parent or Guardian Name	Signature	Date
Student Name	Signature	Date
WBL Coordinator Name	Signature	Date
Endorsed Teacher Name	Signature	Date
Employer Name	Signature	Date
Principal Name	Signature	Date

WORK-BASED LEARNING TIME SHEET Knox County Schools

School _____ Teacher _____ Beginning Date: _____ Term: _____

Student Name: _____ Student #: _____

Worksite Name: _____

Worksite Address: _____

City: _____ Zip code: _____

Home Phone #: _____ Cell #: _____ Work Phone #: _____

Worksite Mentor: _____

WBL Coordinator: _____

(Fill in the dates and daily hours worked.)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	
In _____	In _____	In _____	In _____	In _____	In _____	In _____	
Out _____	Out _____	Out _____	Out _____	Out _____	Out _____	Out _____	
Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	
In _____	In _____	In _____	In _____	In _____	In _____	In _____	
Out _____	Out _____	Out _____	Out _____	Out _____	Out _____	Out _____	
Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	
In _____	In _____	In _____	In _____	In _____	In _____	In _____	
Out _____	Out _____	Out _____	Out _____	Out _____	Out _____	Out _____	
Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	
In _____	In _____	In _____	In _____	In _____	In _____	In _____	
Out _____	Out _____	Out _____	Out _____	Out _____	Out _____	Out _____	
Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	
In _____	In _____	In _____	In _____	In _____	In _____	In _____	
Out _____	Out _____	Out _____	Out _____	Out _____	Out _____	Out _____	
Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	Hours _____	

Total Hours _____ Hourly Rate _____ Comments _____

Worksite Mentor's Signature _____ Date _____

Workplace Learning Audit¹ Form

Workplace Learning Audits are observations of the workplace prior to student placement. These audits enable teachers to have a full understanding of the learning potential in a given workplace, informed by first-hand experience and conversations with employers. The information gathered through this audit can be used to align the skills and knowledge of CTE and academic standards to the specific workplace. This tool can be utilized individually or with teams of teachers/WBL coordinators.

A. Skills and Knowledge at Work

Using a combination of observations and interviews, record at least one example for questions A1-3.

1. What types of materials people read as part of their work:

2. How/where writing, presentation, and other communications skills are in use:

3. Applications of mathematical reasoning / approaches in this workplace:

Using a combination of observations and interviews, record at least two examples for questions A4-A8.

4. Applications of scientific concepts or methods:

5. Technical skills people are using:

¹ Almeida, C. & Steinberg, A. (Eds.). (2001). *Connected Learning Communities: A Toolkit for Reinventing High School*. Boston, MA: Jobs for the Future, 81.

6. Opportunities for creativity, critical thinking, and collaboration (see also “Problems and Projects” below):

7. Use of research, information management, and information technology skills:

8. Interpersonal skills people are using and additional skills or personal qualities the job(s) seem to require:

B. Problems and Projects at Work

1. Through interviews, observations, and your imagination, come up with an example of a routine problem staff might deal with in this organization and, if time allows, a complex one:

2. A routine problem or issue people deal with in this organization:

3. A more complex challenge or problem that requires investigation and the contribution of several people, including opportunities for collaboration:

Personalized Learning
Plan Packet
(to be completed and
signed by CTE Director
prior to student leaving
school to work)



TENNESSEE DEPARTMENT OF
EDUCATION
FIRST TO THE TOP

**Work-Based Learning
Personalized Learning Plan**

Student Name:

Placement Date:

Placement Site:

WBL Coordinator:

List the 2 (or more) courses the student has completed within their Program of Study:

1. _____
2. _____

3. _____
4. _____

Name of Elective Focus or CTE Program of Study:

Verification of Worker's Compensation: ___ Yes ___ No

If the student is in a PAID experience, he/she must be covered by the employer's Worker's Compensation plan. In instances where Worker's Compensation is not provided, the student MUST supply evidence of a personal accident insurance policy.

Up-to-date copies of the Safety Training Log and the Work-Based Learning Agreement must be kept on file both at the work site and at the school for all WBL placements as required by Tennessee Child Labor Law and consistent with the Department of Education's WBL Policy Guide.

This packet is required for students earning credit through the *Work-Based Learning: Career Practicum* course or other practicum courses for credit. It is recommended that students use this packet for all credit-bearing WBL experiences to ensure compliance with the State Board of Education's WBL Framework, with federal and state child labor laws, and with the Department of Education's WBL Policy Guide:

Personalized Learning Plan Part A: Long-term Goals and Learning Objectives

PLANNING FOR WORK-BASED LEARNING

Consider your past experiences, interests, and future career and education goals to answer the questions below.

What is your area of elective focus in high school?

What are your plans for after high school?

Describe your future career goals:

What kind(s) of education or training might you need after you graduate from high school?

What placement or capstone work-based learning experience do you hope to get?

ONCE YOU HAVE IDENTIFIED A POSSIBLE PLACEMENT

How is this work-based learning experience aligned with your career goals?

What do you want to learn through this experience that will help you progress toward your long-term goal?

What special projects or activities will help you practice important skills?

Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

Below is a list of skills that employers seek from their employees. Complete this section during the WBL experience. Work with your teacher and/or employer to document the ways you practice these skills through your experience. Also write down what evidence you can add to your portfolio after the experience to show your skills!

(You can learn more about what kinds of activities and learning opportunities are available at the workplace by doing an internet search and interviewing the employer if that is possible. See the *Pre-Experience Research Checklist and Informational Interview Guide*.)

APPLICATION OF ACADEMIC AND TECHNICAL KNOWLEDGE AND SKILLS
LITERACY: Read and comprehend relevant academic and technical texts <i>Example: Read and understand a procedure manual on handling hazardous materials in a laboratory; explain instructions to supervisor and document understanding.</i>
My Experience:
My Evidence:
MATH: Select and apply relevant mathematical concepts to solve problems and perform expected tasks <i>Example: Close out cash registers by hand and compare to electronic results.</i>
My Experience:
My Evidence:

Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

APPLICATION OF ACADEMIC AND TECHNICAL KNOWLEDGE AND SKILLS (cont'd)

INDUSTRY-SPECIFIC TECHNICAL SKILLS: Demonstrate industry-specific technical skills

Example: Correctly weld metal parts, in accordance with quality requirements.

My Experience:

My Evidence:

INDUSTRY-SPECIFIC SAFETY SKILLS: Demonstrate adherence to industry-specific safety regulations

Example: Use safety goggles when required and document when they were used and why.

My Experience:

My Evidence:

Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

CAREER KNOWLEDGE AND NAVIGATION SKILLS

UNDERSTANDING PATHS AND OPTIONS: Plan and navigate education and career paths aligned with personal goals
Example: Interview franchise supervisor about education needed; document what is heard and analyze to student's own plans.

My Experience:

My Evidence:

REFLECTION: Reflect on experiences through creation of a personal portfolio

Example: Document and gather information (using text, photos) about skills and accomplishments, such as a business plan written to improve non-profit organization's services; complete an assessment of the quality of the products included.

My Experience:

My Evidence:

Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

21ST CENTURY LEARNING AND INNOVATION SKILLS

CREATIVITY AND INNOVATION: Use imagination and insight to develop original ideas for products, including physical products, services, and solutions to problems, among others

Example: Document participation in a brain-storming session and the ideas generated related to a new marketing brochure.

My Experience:

My Evidence:

COMMUNICATION: Articulate ideas effectively in both oral and written communications; listen effectively

Example: Orally present the results of a survey of students about their interest in a new app.

My Experience:

My Evidence:

INFORMATION LITERACY: Access and evaluate information, manage information accurately and ethically

Example: Conduct an internet search about competitors in the youth clothing industry in the community, documenting sources and rating each for credibility.

My Experience:

My Evidence:

Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

PERSONAL AND SOCIAL SKILLS
INITIATIVE AND SELF-DIRECTION: Work independently; demonstrate agency, curiosity, and the ability to learn <i>Example: Take the initiative to find out more about the science behind a process at the manufacturing plant and write up what was learned.</i>
My Experience:
My Evidence:
CUTURAL AND GLOBAL COMPETENCE: Exhibit interpersonal and social skills that are respectful of cultural differences <i>Example: Identify staff of differing cultural origins and document conversations about cultural differences in expected workplace behavior.</i>
My Experience:
My Evidence:
PRODUCTIVITY AND ACCOUNTABILITY: Set goals and priorities and manage time and projects; exhibit punctuality, persistence, and precision and accuracy; complete projects to agreed-upon standards <i>Example: Verify (and document verification of) the sums on a spreadsheet of donations before turning it in on time.</i>
My Experience:
My Evidence:

Student Name: _____ Teacher Name: _____ Date: _____

Portfolio Rubric for Work-Based Learning

Skills	Approaching Proficiency	Proficient	Approaching Expertise	Insufficient Evidence
Application of Academic Knowledge and Skills	<input type="checkbox"/> Shows gaps in comprehension of academic and technical texts or in application of mathematical concepts to solve problems and perform expected tasks. Frequent spelling and grammar errors.	<input type="checkbox"/> Shows comprehension of relevant academic and technical texts and applies relevant mathematical concepts to solve problems and perform expected tasks	<input type="checkbox"/> Shows advanced understanding of academic and technical texts and/or superior abilities in mathematical reasoning in performing expected tasks. Only minor spelling and grammar errors.	<input type="checkbox"/>
Application of Industry-Focused Knowledge and Technical Skills	<input type="checkbox"/> Shows gaps in demonstration of industry-specific technical skills and/or adherence to industry-specific safety regulations	<input type="checkbox"/> Demonstrates industry specific technical skills and adherence to industry-specific safety regulations	<input type="checkbox"/> Shows evidence of advanced industry-specific technical skills and adherence to industry-specific safety regulations	<input type="checkbox"/>
Career Knowledge and Navigation Skills	<input type="checkbox"/> Shows little evidence of planning or navigating workplace or education and career paths aligned with personal goals	<input type="checkbox"/> Shows evidence of planning and navigating workplace and education and career paths aligned with personal goals	<input type="checkbox"/> Shows excellent understanding of paths and options; demonstrates superior ability to navigate workplace; strong alignment with personal goals	<input type="checkbox"/>
21st Century Skills	<input type="checkbox"/> Shows significant gaps in demonstration of two or more 21 st Century skill categories.	<input type="checkbox"/> Shows evidence of proficiency in most 21 st Century skill categories, with no significant gaps in more than one skill category.	<input type="checkbox"/> Demonstrates exceptional abilities in two or more 21 st Century skill categories, with no significant gaps in any skill category.	<input type="checkbox"/>
Personal & Social Skills	<input type="checkbox"/> Shows significant gaps in demonstration of two or more Personal & Social skill categories.	<input type="checkbox"/> Shows evidence of proficiency in most Personal & Social skill categories, with no significant gaps in more than one skill category.	<input type="checkbox"/> Demonstrates superior skill in two or more Personal & Social skill categories, no significant gaps in any skill areas.	<input type="checkbox"/>

Matrix of Skills Demonstrated by WBL Portfolio Artifacts

(Not all boxes must be filled for a portfolio to be high quality. Instead, each row should contain at least one “X” as an indication that the student’s portfolio contains evidence of that skill using one of the following formats. See sample completed matrix at the end of this packet.)

Student Name: _____

Skills	Career Development Materials	Documentation of Progress	Work Samples	Writing Sample	Project	Assessments
Application of Academic Knowledge and Skills						
Application of Industry-Focused Knowledge and Technical Skills						
Career Knowledge and Navigation Skills						
Creativity And Innovation						
Critical Thinking & Problem Solving						
Communication						

Skills	Career Development Materials	Documentation of Progress	Work Samples	Writing Sample	Project	Assessments
Collaboration & Teamwork						
Information Literacy						
Technology Literacy						
Initiative And Self-Direction						
Professionalism, And Ethics						
Cultural and Global Competence						
Adaptability And Flexibility						
Productivity And Accountability						

Summary of Suggested Components for Portfolio Entries

A suggested portfolio that provides evidence of standards attainment would include the following artifacts:

1. **Introductory letter** written by the student describing the work to be presented and how the samples were selected.
2. **Table of Contents** of student work items contained within the portfolio.
3. **Career Development Materials**
 - Career and educational development plan
 - Resume
 - Application for college
 - Application for employment
 - Letters of recommendation
4. **Documentation of Progress**
 - List of responsibilities undertaken throughout the experiences
 - Periodic journal entries reflecting on tasks and activities
5. **Work Samples (3-4)**
 - Examples of materials developed throughout the experience linked to standards and learning plan
6. **Writing/Research Sample** to demonstrate in-depth knowledge about a career area, describing skill needs and future trends in the industry; use of multiple sources (interviews, literature review and internet search) with proper citations, to demonstrate research/learning how to learn, information literacy, and written communication skills.
7. **Project** encompassing both work samples and writing samples, and culminating in a presentation. (Note: could substitute for Writing/Research Sample and other Work Samples, if the Project will already include these.)
8. **Assessments**
 - Student Self-Assessment
 - Supervisor evaluation and observations
 - WBL coordinator evaluations and observations

Sample Matrix of Skills Demonstrated by WBL Portfolio Artifacts

(Sample completed matrix: May be used for tracking student artifacts.)

Skills	Career Development Materials	Documentation of Progress	Work Samples	Writing Sample	Project	Assessments
Application of Academic Knowledge and Skills		X	X	X	X	X
Application of Industry-Focused Knowledge and Technical Skills	X	X	X	X	X	X
Career Knowledge and Navigation Skills	X	X	X			X
Creativity And Innovation			X	X	X	X
Critical Thinking & Problem Solving			X	X	X	X
Communication	X	X	X	X	X	X
Collaboration & Teamwork		X	X		X	X

Sample Matrix of Skills Demonstrated by WBL Portfolio Artifacts

Skills	Career Development Materials	Documentation of Progress	Work Samples	Writing Sample	Project	Assessments
Information Literacy	X	X	X		X	X
Technology Literacy		X	X		X	X
Initiative And Self-Direction	X		X		X	X
Professionalism, And Ethics			X		X	X
Cultural And Global Competence			X	X	X	X
Adaptability And Flexibility			X		X	X
Productivity And Accountability			X		X	X