

**Knox County
Schools
Work-Based
Learning
Guide
2017-2018**

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	Descriptor Term:	Descriptor Code:	Issued:
	Work-Based Learning		
		I-130	7/95
	Rescinds:	Revised:	
		3/16	

Credit-bearing work-based learning activities are intended to serve as a capstone experience by which students can pursue the goals laid out in their required Plan of Study. Students practice and demonstrate the professional skills that are most valued by employers and postsecondary institutions and compile a portfolio of work samples and references that serve as evidence of their abilities. The Tennessee Department of Education (TDOE) policies address stand-alone credit-bearing experiences such as, but not limited to Apprenticeships, Clinical Internships, Service Learning classes, and Supervised Agriculture Experience.

Knox County Schools will follow all TDOE General Policies for Credit-Bearing Work-Based Learning (WBL). The policies establish minimum general requirements for any credit-bearing work-based learning opportunity.

Relation to Student's Plan of Study and Graduation Requirements:

Capstone WBL experiences and training must be aligned with the student's updated Plan of Study, as required in State Board of Education (SBE) High School Policy, equate to a full-time equivalent credit, meet the standards of the Career Practicum or other WBL course in which they are enrolled, and facilitate intentional progress toward the attainment of knowledge and skills necessary to pursue the student's postsecondary and career goals.

Participating students must be on track to meet the requirements for graduation or program completion as adopted by the State Board and may earn WBL credit over the summer term as long as all WBL program requirements are met.

Students participating in WBL activities must be at least 16 years of age.

Students must demonstrate a 90 attendance rate unless otherwise agreed upon prior to the start of the WBL experience and deemed acceptable to the workplace mentor and WBL Coordinator.

Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and consistent with the Tennessee Department of Education WBL Policy and Implementation Guides before beginning a WBL experience (SBE High School Policy 2.103)

If a student is enrolled in a capstone WBL placement for credit, the time spent at the WBL placement may be considered school enrollment time as outlined in the TDOE Student Membership and Attendance Procedures Manual.

The capstone WBL course, *Work-Based Learning: Career Practicum (6105)*, may be used as the third or fourth course for any Career and Technical Education (CTE) Program of Study or area of elective focus and may count toward CTE concentrator status. Students may earn up to two credits per school year in

1 work-based learning courses. Students in capstone WBL experiences should earn credit through the
2 Career Practicum course or another appropriate WBL clinical or practicum course code.

3
4 Introductory WBL courses, including but not limited to *Career Exploration (6166)*, are intended for
5 general education purposes and, as such, shall not count toward a student's CTE Program of Study or area
6 of elective focus.
7

8 Prior approval must be obtained by the CTE Director or Special Education Director, respectively, before
9 students can be placed in occupations that require use of the Hazardous Occupations Exemption Form.

10
11 Knox County Schools will follow the Work-Based Learning Policy Guide established by the Tennessee
12 Department of Education (TDOE) which includes the policies for the implementation of credit-bearing
13 work-based learning experiences.
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45 Approved as to Legal Form
46 Knox County Law Director 1/27/2016
47 /Gary T. Dupler/Deputy Law Director
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Procedures Handbook	Instructional Program		
	Descriptor Term:	Descriptor Code:	Issued:
	Work-based Learning		
	Rescinds:	Revised:	

Credit-bearing work-based learning activities are intended to serve as a capstone experience by which students can pursue the goals laid out in their required Plan of Study. Students practice and demonstrate the professional skills that are most valued by employers and postsecondary institutions and compile a portfolio of work samples and references that serve as evidence of their abilities. The Tennessee Department of Education policies address stand-alone credit-bearing experiences such as, but not limited to, Apprenticeships, Clinical Internships, Service Learning classes, and Supervised Agriculture Experience.

The student must meet the following guidelines for entering the work-based learning program:

- 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
- The student must demonstrate at least a 90 attendance rate.
- The student must be on track to graduate or meeting completion requirements determined by IEP team.
- Recommendation form completed from current/former program of study 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 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 (placements will be arranged for students in transition/non-paid experiences). 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 or BIP Behavior Intervention Plan will be examined prior to placement in any work-based learning experience.

Students who are interested in pursuing credit through work-based learning experiences will complete a submission and review process which includes:

- A discussion between the student and the counselor or case manager to determine if the student meets the requirements. This conversation should take place during the Spring semester prior to pre-registration for Fall classes.
- Completion of the Work-based Learning Referral form, by the student, obtaining school counselor signature and elective focus teacher recommendation.
- The student will obtain a recommendation from their elective focus/program of study teacher or case manager. The teacher or case manager may consider the following before recommending the student for work-based learning:
 - the student's competency level
 - student attendance

- the student's ability to interact with others
- the student's ability to accept responsibility for his/her action/inaction?
- the student's ability to represent the work-based learning program and school in a positive way

The student will then submit the completed referral form to the Work-based Learning Coordinator/Teacher.

The WBL teacher/coordinator or case manager will make sure the placement is acceptable before approval is granted and confer with school counselor to ensure possible scheduling.

All placements considered "hazardous occupations" by the Tennessee Department of Labor must have prior approval by the Career and Technical Education Director or Special Education Work-Based Learning Supervisor.

Legal References

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Section One:
What is WBL?
Course
Standards and
Special
Requirements

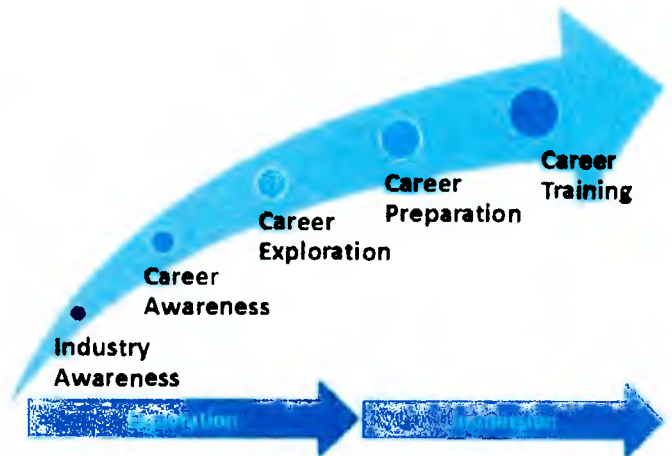


Work-Based Learning (WBL) Framework

Adoption: On October 31, 2014, the State Board of Education (SBE) adopted the WBL Framework as a clear set of guidelines that pertain to all types of work-based learning (WBL) experiences. The WBL Framework is established in SBE Rule 0520-01-03-.06 and is outlined in High School Policy 2.103.

Overview: WBL experiences offer students the opportunity to explore career options and develop critical academic and technical skills in collaboration with community and/or industry involvement. As such, students should have access to a series of structured WBL experiences that deepen their knowledge and allow them to apply classroom theories into practice.

At an early level/grade, WBL experiences can help students develop a broad understanding and awareness of industries and possible careers that are available to them. Over time, these experiences narrow in focus as students find a good fit, learn what type of postsecondary education is necessary for success, and begin practicing the academic, technical and soft skills necessary to enter their identified careers.



Components: The WBL Framework outlines the following program expectations:

- Structure of the Program
- Coordination of the Program
- Supervision of Students
- Development of Personalized Learning Plans
- Student Assessment Using Multiple Measures
- Evaluation of Program Quality

Notable Expectations: The following expectations are outlined in the WBL framework. For official language, please visit the SBE website: <http://www.tn.gov/sbe/>

- WBL Coordinators will ensure that WBL experiences reinforce classroom instruction
- Participating students will have a **Personalized Learning Plan** to address learning objectives related to specific skills in the following areas:
 - the application of academic and technical knowledge and skills
 - career knowledge and navigation skills
 - 21st Century learning and innovation skills
 - personal and social skills
- Students will exhibit **work readiness** knowledge, attitudes, and skills before beginning WBL experiences
- Students will demonstrate their skill developments through **portfolios**, or similar compilations of artifacts
- WBL Coordinators will provide adequate **monitoring and communications** with the student workplace mentors
- Local boards of education will adopt processes for **evaluation and assessment** to ensure WBL experiences are of high quality for the student



Introduction to Work-Based Learning

WORK-BASED LEARNING (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers. WBL activities begin by helping students develop a broad understanding and awareness of industries and possible careers that are available to them. Examples include career speakers and workplace tours. Over time these experiences narrow in focus as students find a good fit, learn what post-secondary education is necessary for success, and practice the technical and soft skills to enter those careers later in life. Examples of more focused experiences include internships and apprenticeships.

Goals for Work-Based Learning in Tennessee

- Broaden student access:** Improve policies, trainings and tools that help districts offer more opportunities
- Deepen learning experiences:** Increase the focus on 21st Century skills, such as critical thinking and communication and on "soft skills" together with academics
- Engage communities:** Help communities convene to plan for systematic, sequential learning experiences

Successful Work-Based Learning

- Systematic input from professionals:** The business community and educators plan together to create or simulate real-world projects and experiences for students. Local employers lend their knowledge and expertise to provide opportunities for engaging, real-world learning.
- Depth of experience:** Employers supplement classroom learning by providing speakers, tours, project feedback, and even internships or work experience for more advanced students. Experiences build on one another to help students grow.
- Connection to curriculum:** Academic, professional and interpersonal skills introduced in class are reinforced in practice. Students set goals for their learning, participate in collaborative work that allows them to think critically and communicate effectively, and demonstrate the personal and social skills that are necessary in postsecondary education and careers.



Work-based skills to be emphasized and practiced fall under these five broad categories:

- **Application of Academic Knowledge and Skills**
- **Application of Industry-Focused Knowledge and Technical Skills**
- **Career Knowledge and Navigation Skills**
- **21st Century Learning and Innovation Skills**
- **Personal and Social Skills**

The Employability Skills Checklist provides more detail about skills in each of these categories and can guide the development of learning objectives for each experience.

Benefits of the Local Pipeline:

- Students** gain valuable work experience and skills that help them find a good career fit, pursue necessary post-secondary opportunities, and support high-demand, high-skill careers.
- Local employers** benefit from a customized recruitment pipeline that supports their workforce needs and emphasizes critical skills.
- Postsecondary institutions** benefit when students are better prepared in high school to pursue high-demand, high-skill career training.



Work-Based Learning: Career Practicum

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.
Executive Director:	Chelsea Parker, (615) 741-2197, Chelsea.Parker@tn.gov
Course Code:	6105
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.
Prerequisite(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.
Grade Level:	11 or 12
Credit:	1 –2 credits per year, including the summer term
Elective Focus:	This course satisfies one of three credits required for an elective focus when placement aligns with the other elective courses as approved by the local board of education as per SBE High School Policy 2.103.
Integration with CTE Programs of Study:	This course may be taken as the third or fourth course in any sequenced CTE program of study. Placement should align with the other CTE courses taken.
Teacher Requirements:	Teachers must hold an active WBL certificate provided by the Tennessee Department of Education and one of the following 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.

Teacher Resources:

<http://tn.gov/education/topic/work-based-learning>

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>



Work-Based Learning: Clinical Internship & Nursing Education

Health Science Placements

Districts that are interested in operating a health science work-based learning (WBL) program through either the *Clinical Internship* or *Nursing Education* courses must comply with the WBL Framework guidelines established in state board High School Policy 2.103. The standards for both courses are designed to be more specific to healthcare than the overall standards for the *WBL: Career Practicum* course. However, educators teaching both *Clinical Internship* and *Nursing Education* must have a current WBL Certificate issued by the Tennessee Department of Education (the “department”) and are responsible for following the rules and regulations governing WBL experiences.

The department provides a *Personalized Learning Plan* template to ensure compliance with the WBL Framework, state and federal Child Labor Law, and department policies, which must be used for students participating in both *Clinical Internship* and *Nursing Education*. Teachers of these courses are responsible for following policies outlined in the *WBL Policy Guide* and staying up-to-date with annual changes to these policies, which will continue to be posted to the Department of Education’s website: <https://tn.gov/education/topic/work-based-learning>.

Required Documentation

In addition to the required WBL documentation outlined in the *WBL Policy Guide*, the following documentation must also accompany any clinical internship student’s paperwork. There may be additional requirements from a given clinical site (such as orientation documentation), which would be in addition to the requirements below, if deemed necessary for a given placement.

- Exposure Control Plan
 - There is not an official form for exposure control plans, however a tool for covering exposures students may encounter can be found online at www.osha.gov.
 - [OSHA Sample Exposure Control Plan](#)
 - [OSHA Blood-Borne Pathogens Exposure Control Plan](#)
- Current Student Immunization Record
 - Up-to-date record of all immunizations
 - Hepatitis B (HBV) is required prior for placement for students expected to have patient contact
 - Current Tuberculosis (TB) skin test results
- Documentation of Current Student Physical (conducted within the past year)
- Document of Student Insurance
 - Health insurance
 - Malpractice insurance: Students may be given an opportunity for individual or blanket malpractice insurance through the school district.
 - If they drive a car, they must have car insurance
 - NOTE: WBL students are not eligible for unemployment insurance.

All required documentation must be kept on record, secured for confidentiality, either in physical form or digitally for seven (7) years.



Required Student Training

Safety trainings provided in the classroom, as well as any provided on site, must be documented in the student's required *Safety Training Log*, which is included in the *Personalized Learning Plan*, per WBL policies. The below trainings must be completed, and documented, before entering a healthcare facility for placement.

- Universal Precautions and OSHA standards (at 100 accuracy)
- Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) Certification
- Basic competency in the following:
 - Basic First Aid
 - Body Mechanics
 - Standard Precaution Guidelines
 - Confidentiality

Governing Regulations

Educators with students in healthcare WBL placements through *Clinical Internship* and *Nursing Education* must be familiar with the following governing rules, regulations, laws, and policies:

- [Tennessee State Board of Education's WBL Framework](#)
- [Tennessee Child Labor Laws](#)
- [Tennessee Standards for Hospitals](#)
- [Bureau of Health Licensure and Regulation Board for Licensing Health Care Facilities Division of Health Care Facilities](#)
- All State and Federal regulations for healthcare facilities and training programs including:
 - *Clinical Internship*:
 - [Health Insurance Portability and Accountability Act \(HIPAA\)](#) including:
 - [The Health Information Technology for Economic and Clinical Health Act \(HITECH\)](#)
 - [The Genetic Information Nondiscrimination Act of 2008 \(GINA\)](#)
 - [Patient Safety and Quality Improvement Act of 2005 \(PSQIA\)](#)
 - [Elder Justice Act](#)
 - [Occupational Safety and Health Administration \(OSHA\) regulations for healthcare facilities](#)
 - *Nursing Education*:
 - [Omnibus Budget Reconciliation Act \(OBRA\) of 1987](#)
 - [Federal Nurse Aide Training and Competency Regulations](#)
 - [TN Department of Health Nurse Aide Training and Competency Evaluation Standards](#)
 - [Health Insurance Portability and Accountability Act \(HIPAA\)](#) including:
 - [The Health Information Technology for Economic and Clinical Health Act \(HITECH\)](#)
 - [The Genetic Information Nondiscrimination Act of 2008 \(GINA\)](#)
 - [Patient Safety and Quality Improvement Act of 2005 \(PSQIA\)](#)
 - [Patient Protection and Affordable Care Act \(PPACA\)](#) Subtitle H is titled Elder Justice Act, and the provisions found in U.S. Code § 6701-6703
 - [Elder Justice Act](#)
 - [Reporting Reasonable Suspicion of A Crime in a LTC Facility](#): Section 1150B of the Social Security Act
 - [Occupational Safety and Health Administration \(OSHA\) regulations for Long Term Care: Nursing Home e-Tool](#)

Course Requirements

	<i>Clinical Internship</i>	<i>Nursing Education</i>
Teacher Licensure and Endorsement	577, 720	577
Required Training	<ul style="list-style-type: none"> • Current WBL Certificate • Prior to teaching first time, must attend <i>Clinical Internship</i> training provided by the department 	<ul style="list-style-type: none"> • Current WBL Certificate • Prior to teaching first time, must attend <i>Nursing Education</i> training provided by the department
Recommended Training & Resources	N/A	<ul style="list-style-type: none"> • Certified Nursing Assistant (CNA) Instructor Workshop provided by D&S Diversified Technologies LLP • CNA Handbook published by D&S Diversified Technologies LLP contains useful resources, equipment lists and skills lists
Student Teacher Ratio	15 to 1	15 to 1
Age Restrictions	Students must be 16 years of age	Students must be 16 years of age
Placements	Rotation thru various departments at a hospital or standalone clinical site to observe employees providing direct patient care	Long Term Care (LTC) clinical rotation at a Nursing Home or Hospital LTC unit
Credit	1 to 4	
Programmatic Requirements	Same as outlined in the <i>WBL Policy Guide</i> .	In order for students to qualify for the nursing assistant certification examination, the training program must be approved at least 30 days before the first day of class by the Tennessee Department of Health Nurse Aide Training program staff. For a full list of program requirements, see Federal Law 5483.152 Requirements for approval of a nurse aide training and competency evaluation program and State of Tennessee 1200-08-06-.15 Nurse Aide Training and Competency Evaluation . To become a training site, you will also need to complete the Test Site Agreement found on D&S Diversified Technologies LLP website .
Required Hours	Same as outlined in the <i>WBL Policy Guide</i> .	<ul style="list-style-type: none"> • Federal classroom hour requirement prior to patient contact: 16 • Total Federal program hour requirement: 75 • TDOE Classroom hour requirement: <ul style="list-style-type: none"> ○ 40 clock hours of classroom instruction ○ 20 hours of classroom practical training in a laboratory • TDOE Clinical hour requirement: <ul style="list-style-type: none"> ○ 40 clinical hours, 24 of which must be in a long-term care facility.

* If the teacher does not have the LTC experience, he or she can work under the supervision of a Program Coordinator, such as the Director of Nursing at the LTC facility.



Work-Based Learning: Manufacturing and Construction Placements

Hazardous Occupation Exemption

Child Labor Laws in Tennessee identify Hazardous Occupations that are prohibited to minors, which are outlined in Tennessee Code Annotated (T.C.A. § 50-5-106). Historically, these occupations were most often found in manufacturing and construction environments and they limit what students can do in work-based learning (WBL). Today, exemptions exist that allow apprentices and WBL students who are over 16 and who are enrolled in a related CTE program of study to participate in placements in Hazardous Occupation areas that relate to their studies (T.C.A. § 50-5-107).

Many employers may be under the impression they are not allowed to accept student learners because of this law. To participate in these placements, the *Hazardous Occupation Exemption Form* must be completed and kept on file with the other required paperwork to allow a student to participate. You may find required documentation online at http://tn.gov/education/cte/work_based_learning.shtml.

Student Readiness

Child labor law stipulates that students must be enrolled in a CTE training program to be able to qualify for the exemption for WBL placement. A student must have completed two or more courses in the related CTE program of study and be at least 16 years of age to participate as consistent with the requirements of Tennessee Child Labor Laws (T.C.A. § 50-5-105). The state's WBL policies and paperwork help ensure all requirements are met. Placements are allowable for students in related CTE Programs of Study that include supervised participation in:

- Work using power-driven woodworking machines, including the use of saws on construction sites
- Work using power-driven metal forming, punching, and shearing machines (HO8 permits the use of large group of machine tools used on metal, including lathes, turning machines, milling machines, grinding, boring machines, and planing 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 guillotineshears
- Work in roofing operations
- Work in excavating operations, including work in a trench as a plumber

CTE coursework includes intensive safety training, and successful passage of all safety tests must be documented on required WBL paperwork. This training ensures that students are ready for safe placement in select occupation areas deemed hazardous by law. Further, students log significant lab hours in CTE courses and gain experience working with equipment similar to that found in most placement sites.

Manufacturing Example

A senior who has completed courses in *Principles of Manufacturing*, *Principles of Machining I*, and *Principles of Machining II* may wish to earn an additional credit in a WBL setting as part of the *Manufacturing Practicum* course. As a concentrator in the *Machining Technology* program of study, this student may seek placement with an employer that would allow him or her to practice on equipment such as a CNC machine—for example, in a medical device manufacturing plant. The student may also participate in this type of placement through the *WBL: Career Practicum* course if the student has completed at least the first two courses in the *Machining Technology* program of study.

The WBL Coordinator should engage in the following activities:

- Reach out to the local employer to arrange a tour of the facility.



- ❑ Conduct a “workplace learning audit” with the employer, as described in the <WBL Implementation Guide>. The audit should ensure that safe working conditions, as well as ample connections back to curriculum, will be honored at all times throughout the placement.
- ❑ Complete the required Hazardous Occupation Exemption Form and keep it on file, pursuant to T.C.A. § 50-5-107 outlined above.
- ❑ In consultation with the employer and the properly endorsed teacher (i.e., the *Machining Technology* teacher), assist the student in developing the *Personalized Learning Plan*, and ensure all parties have signed agreements and are aware of the requirements. See the chapter on *TDOE General Policies* in the <WBL Policy Guide> for more information.
- ❑ Continue to monitor placement activities by conducting regular check-ins with the student and the employer, including ongoing site visits. The endorsed teacher
- ❑ Comply with all regulations outlined

Endorsed Teachers

For placements that fall within CTE Career Clusters and Programs of Study that pose additional safety concerns or have highly specialized requirements (Health Science; Construction; Advanced Manufacturing; Transportation; and Law and Public Safety, Corrections & Security), a CTE teacher with the related endorsement must participate in key processes outlined in the WBL Policy Guide including, but not limited to:

- ❑ identification of safe work sites and the development and delivery of appropriate safety trainings
- ❑ approval of appropriate student goals as they relate to technical and academic application of skills within their area of expertise and review of portfolio products as appropriate
- ❑ signoff on required documentation, including the Hazardous Occupation Exemption Form
- ❑ conducting at least one site visit per term

Liability

When WBL capstone students are in paid positions, the student is like any other employee. For unpaid internships, the student must clearly be working for educational purposes and meeting course standards to earn credit. Federal guidelines for internships may be found online at <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>.

Required Documentation

All WBL students must have the following required WBL paperwork on file at the workplace for the duration of their work. This paperwork must be kept up-to-date to ensure compliance with Child Labor Laws. In the case of an accident, this documentation helps protect the student, the business, and the school by providing evidence that appropriate precautions were made to keep the student safe:

- ❑ Proof of age
- ❑ *Personalized Learning Plan Packet*, which includes:
 - *Safety Training Log* documenting safety trainings completed in the classroom AND at the worksite
 - *Training Agreement* indicating that the minor is working for educational purposes
 - *Insurance and Emergency Information form*
- ❑ *Hazardous Occupation Exemption Form* (when applicable) indicates student meets criteria for participation

In the Event of a Workplace Accident

In the event of an emergency, contact 911 immediately. Employers are required to follow Department of Labor and Workforce Development accident reporting policies as outlined at <http://www.tn.gov/labor-wfd/tosha/Accident.shtml>. The WBL Coordinator should ensure that the student’s parent/guardian is notified immediately.

Work-Based Learning FAQ

Work-Based Learning (WBL) in Tennessee is being revitalized by the Department of Education. Updated policies and resources went into effect beginning in the 2015-16 school year. WBL Coordinators are responsible for staying up-to-date with changes to WBL policies, which are posted to the Department of Education's website:

<https://tn.gov/education/topic/work-based-learning>

WBL GENERAL UPDATES

How is WBL Defined?

WBL is a strategy to reinforce academic, technical and social skills through collaborative activities with industry.

WBL experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals. Introductory WBL activities may include industry tours and classroom speakers. More advanced activities may include job shadows and industry-led project-based learning. Ultimately, students may participate in capstone WBL experiences that include activities such as apprenticeships, internships, clinicals, and practicum experiences for credit.

Why change WBL?

In an increasingly complex global economy, all students need the academic, technical, and social skills to compete and contribute meaningfully to their communities. WBL has been redesigned to promote the use of sequential WBL activities that reinforce the skills that students need to be successful in postsecondary education and careers and that may culminate in capstone-level experiences for students. As the definition of WBL has expanded to include activities from elementary school through high school, the Department of Education is updating policies and professional development resources to provide clear expectations and additional assistance to teachers and districts.

What has changed?

A **WBL Framework** has been adopted by the State Board of Education (SBE) to govern all WBL experiences. The **Department of Education's WBL Policy Guide** has been revised to align with the state board's WBL Framework and set clear expectations for districts' WBL programs, for student experiences, and for learning outcomes. The Department of Education has also released a new professional development resource called the **WBL Implementation Guide**. This guide provides recommended practices, examples, and supporting documentation that districts may use to support quality WBL programs, beyond what is required in WBL policy. Finally, two WBL courses were approved for the 2015-16 school year: **Career Exploration** and **Work-Based Learning: Career Practicum**. These courses provide clear learning expectations for postsecondary and career skill development.

What is the timeline for these changes?

March 2015 – New WBL policies, curriculum, and trainings released by the department.

March-September 2015 – TDOE hosts WBL Training Sessions for over 575 WBL Coordinators.

October 2015 – TDOE launches WBL PLCs in each CORE region to support continuous improvement

WBL PROFESSIONAL DEVELOPMENT

What professional development is available?

WBL Two-day Training: A two-day crash course in all things WBL for teachers and CTE Directors who are not familiar with the new state requirements. Training addresses *WBL Career Practicum* standards, new paperwork and reporting requirements, updated WBL policies, and how to launch or improve your WBL program. This training will certify new teachers and recertify returning teachers who need to become familiar with WBL changes.

WBL PLCs: Open to certified WBL Coordinators who are already familiar with changes to WBL policy, curriculum, and paperwork. These monthly meetings focus on continuous improvement for existing programs and teachers who are actively coordinating WBL for students. Teachers will be asked to bring samples of their students' work and should be familiar with updated policies to participate for the benefit of all. Teachers who [become a member](#), attend [4 or more meetings](#) in one school year, and certificate will be replaced with a new one automatically.

NOTE: WBL PLCs do not provide the same information as the two-day training. Teachers who are unfamiliar with updated policies will be unprepared to benefit from PLC discussions.

For more information on trainings or to register to attend, please see "WBL Training Information" on the WBL website: <https://tn.gov/education/topic/work-based-learning>

How do teachers become WBL certified?

Teachers must have an active WBL Certificate (renewed every two years) from the Tennessee Department of Education to teach most WBL courses and oversee credit-bearing experiences. For more information on how to certify, visit the WBL Certification webpage: <https://tn.gov/education/article/wbl-certification>

WBL FRAMEWORK

What is the WBL Framework?

The State Board of Education (SBE) identified criteria that govern all WBL experiences to allow students to apply classroom theories to practical problems and to explore career options. The WBL Framework is established in SBE Rule 0520-01-03-.06 and is outlined in High School Policy 2.103. All Department of Education policies and resources will be aligned with this framework.

When does the WBL Framework apply?

Whether students take tours to learn about industries, participate in job shadows to experience a particular career, or complete an internship to develop and practice specific skills, the WBL Framework applies to all work-based learning experiences. The WBL Framework increases the focus on technical skills development and the employability skills students need for long-term success. All department policies, implementation tools, and trainings are centered on these qualities to ensure all students experience meaningful learning experiences that prepare them for the future.

WBL POLICIES

What has changed in WBL Policy?

The WBL Policy Guide has been revised to align with the SBE's WBL Framework and was released in March 2015.

WBL Coordinators are responsible for complying with updated WBL policies for the 2015-16 school year.

Updated WBL policies:

- Encourage industry engagement earlier in the planning process and support a Pathways Tennessee approach to collaboration with intermediaries to scale up WBL opportunities for students
- Support WBL programs that build on a student's previous experiences
- Align WBL placements with the student's elective focus/CTE program of study rather than one related course
- Encourage more collaboration between WBL Coordinators and teachers who hold endorsements related to the student's area of elective focus and/or CTE program of study
- Provide increased scheduling flexibility for WBL Coordinators to oversee additional placements when they collaborate with a teacher who holds an endorsement related to the student's placement

How will this impact Health Science Clinicals and Nursing Education?

All WBL experiences are subject to state and federal Child Labor Laws and SBE policies as they are outlined in the WBL Framework. As such, health science placements will be required to use the TDOE's updated forms (the Personalized Learning Plan Packet) to ensure compliance with all of the above. Beyond the WBL Framework, course standards for Clinical Internship and Nursing Education will guide the student's experience. The teacher of record must be a properly endorsed teacher with an active WBL Certificate.

How will this impact Special Education Transitions?

All WBL experiences are subject to state and federal Child Labor Laws and SBE policies as they are outlined in the WBL Framework. The skills-based focus of the new WBL policies complements Special Education Transition programs to ensure that all students are practicing the skills they need to be successful. The Skills, Knowledge, and Experience Mastery Assessment (SKEMA) is aligned with the SBE's WBL Framework. Student experiences are guided by the Individualized Education Plan (IEP) and the teacher of record must be a properly endorsed teacher with an active WBL Certificate. No changes have been made to Special Education Transition (6107).

WBL COURSE STANDARDS:

What courses are considered WBL?

New and revised WBL courses provide clear learning expectations for students. The *Work-Based Learning: Career Practicum* (6105) course aligns with any area of elective focus or CTE program of study and counts towards CTE concentrator status. The *Career Exploration* course is an introductory course for 8th or 9th grade students and does not require the teacher to hold a WBL certificate. Other courses may be considered forms of WBL and may require the teacher to hold the WBL Certificate. These include, but are not limited to:

- Applied Arts Practicum (6158)
- Career Exploration (6166)
- Business and Entrepreneurship Practicum (6159)
- Clinical Internship (5993)



- Construction Practicum (6160)
- Early Childhood Education Careers IV (6135)
- Engineering Practicum (6141)
- Human Services Practicum (6138)
- IT Clinical Internship (6096)
- Manufacturing Practicum (5926)
- Nursing Education (6000)
- Programming and Software Development Practicum (5908)
- [Service Learning \(6104\)](#)
- STEM Practicum (6147)
- Supervised Agricultural Experience (5964)
- Teaching as a Profession III (6126)
- WBL: Career Practicum (6105)
- WBL: Special Education Transition (6107)
- Web Design Practicum (6171)

Please refer to course documents for specific requirements: <http://www.tn.gov/education/cte/clusters.shtml>

How can a student get credit for work experience?

Students who participate in WBL activities such as apprenticeships, internships, or cooperative education (co-op) may earn high school credits through the *Work-Based Learning: Career Practicum (6105)* when they meet the standards for that course. Students may also earn credit for WBL experiences through other CTE practicum courses, such as those listed in the previous question. A teacher must hold the appropriate endorsement for the assigned practicum course. A teacher must also hold an active WBL Certificate if placing students in external WBL experiences while the student is enrolled in the practicum course.

How is the Work-Based Learning: Career Practicum (6105) different from other CTE practicum courses?

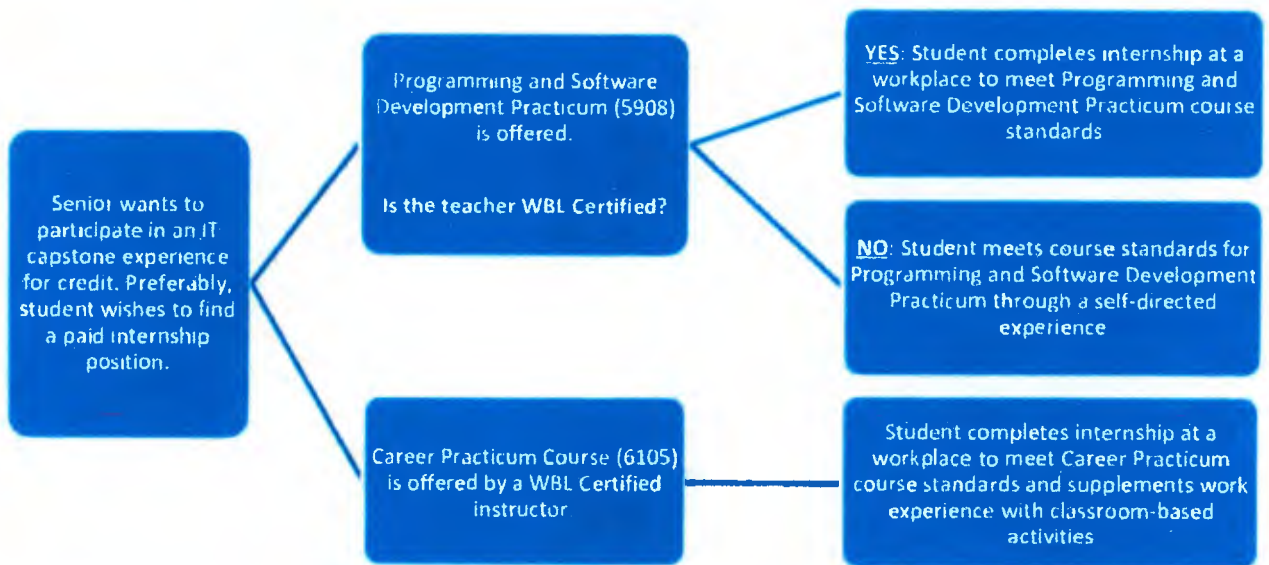
The *Career Practicum* course allows students from multiple career clusters and/or areas of elective focus to be scheduled with one WBL Coordinator during a class period. The WBL Coordinator must collaborate with the students' elective focus or content area teacher(s) to ensure that each student's experience is aligned with his/her coursework. The *Career Practicum* course standards are not specific to any particular industry and focus primarily on transferable employability skills. As such, this course allows more flexibility in scheduling.

A content-specific practicum course must be taught by an appropriately endorsed teacher. Course standards combine advanced technical knowledge and skills from the related industry with soft skills through experiential learning. Teachers may place students in external WBL experiences through these practicum courses only if they hold an active WBL certificate. Otherwise, students must complete classroom-based experiences and projects to meet course standards.

Example Scenario: A student wishes to have a practicum experience during his/her senior year by working with a programming company as an intern. The student may do this either through the Work-Based Learning: Career Practicum (6105) course or the Programming and Software Development Practicum (5908) course aligned with his/her program of study. If the school does not offer the



Programming and Software Development Practicum course, the student can take the Career Practicum course with any WBL certified instructor. If the school does offer the Programming and Software Development Practicum course, the student may either meet the course standards through a self-directed classroom-based experience or complete an IT internship if the teacher holds an active WBL certificate.



Who can teach WBL courses?

Teachers must have an active WBL Certificate (renewed every two years) from the Tennessee Department of Education to teach most WBL courses and oversee credit-bearing experiences. Students may also participate in WBL experiences through various other CTE Practicum courses when the teacher of record holds an active WBL Certificate. The new *Career Exploration* course is intended to be an introductory course and does not require a teacher held WBL certificate. WBL activities such as industry tours, guest speakers, and job shadows may be embedded into other courses to reinforce those course standards and may be taught by the teacher of record who may or may not hold the WBL certificate when the requirements of the WBL Framework are met. It is recommended that a WBL Coordinator work with the teacher of record to ensure compliance.

Are the standards for Career Practicum flexible enough for students in different placements?

Yes. Standards for *Work-Based Learning: Career Practicum* provide clear expectations for transferable skills that are applicable in various work environments and valuable in postsecondary education. Students demonstrate their growth using pre- and post-assessments and compile work samples that demonstrate proficiency.



WBL LIABILITY

How old must a student be to work or to participate in WBL?

Minors may work in Tennessee at the age of 14 or 15 when they meet the requirements outlined in Tennessee Code Annotated (TCA) 50-5-104; however, students may NOT participate in WBL internships or apprenticeships until they are 16 or 17 years of age and meet the requirements of TCA 50-5-105. The state's WBL policies and required paperwork are designed to help ensure that all child labor law requirements are met.

Who is liable for WBL students?

Businesses who host WBL students are liable, just as with any other employee. However, for all WBL students, both the school and the business sign off on a Safety Training Log to document safety trainings the student completes in the classroom AND at the worksite. This documentation is required by the Department of Labor and Workforce Development (DLWD) and an up-to-date copy is kept on file at the school and at the worksite. In the case of an accident, this documentation helps protect the student, the business, and the school by providing evidence that appropriate precautions were made to keep the student safe.

What jobs are prohibited for students?

Child Labor Laws in Tennessee identify Hazardous Occupations that are prohibited to minors, which are outlined in Tennessee Code Annotated (TCA 50-5-106). There are exemptions for apprentices and WBL students who are enrolled in a related CTE program of study in TCA 50-5-107. To participate in these placements, a Hazardous Occupation Exemption form must be completed and kept on file with the other required paperwork. All required documentation may be found under "WBL Coordinator Resources" on the WBL webpage: http://tn.gov/education/cte/work_based_learning.shtml

More information and updates about WBL

All WBL policies, professional development, and the WBL Toolbox are posted to the WBL webpage:

<https://tn.gov/education/topic/work-based-learning>

Section Two: Certification and Training



Work-Based Learning Certification and Professional Development

Robust training and regional professional development is important for the development and support of quality work-based learning (WBL) programs. Below is a description of the certification process and regional supports for WBL programs across Tennessee, adopted at the recommendation of the 2014-15 WBL Pilot participants.

WBL Certification:

WBL coordinators are required to have an active WBL certificate provided by the department for the operation of successful WBL programs and to supervise capstone WBL experiences. Effective July 1, 2016, all WBL Certificates will expire two years from date of issue. Active participation in regional WBL professional learning communities (see below) will enable WBL Coordinators to renew certificates automatically.

WBL Certificate Training: Two-day WBL trainings, offered by grand division each fall and spring, certify teachers to oversee capstone WBL experiences and courses for two years. Trainings certify first-time participants as well as instructors whose WBL certificates have expired.

Professional Development and Support for WBL Coordinators:

WBL Leadership Council: WBL coordinators and CTE directors representing all CORE regions shall serve on a WBL Leadership Council to lead WBL trainings and professional development. Members shall serve as expert practitioners to facilitate peer-to-peer WBL program support and advise the department on the rollout and implementation of WBL policies.

Professional Learning Communities: Regional WBL Professional Learning Community (PLC) meetings will be held five to six times per year within each CORE region. PLCs will enable instructors to learn about successful practices from across the state and discuss topics essential to WBL program success. Regional CORE consultants will co-facilitate PLC meetings with experienced WBL coordinators, who are trained by the department and serve on the WBL Leadership Council. Attending four (4) or more PLC meetings within a school year will renew an instructor's WBL certificate automatically.

WBL Implementation Guide: This professional development tool helps WBL coordinators unpack the components that make WBL programs successful. The Implementation Guide contains explanations of processes that take place before, during, and after capstone WBL experiences. It will continue to grow yearly to highlight specific Tennessee best practices and link to supplemental tools and templates to assist districts as they grow and expand WBL programs.

Collaboration with Content Endorsed Teachers: Content endorsed teachers have an important role to play in ensuring safe and quality WBL placements for their students. While the WBL Coordinator may now serve as teacher of record and manage WBL program logistics for more students than was previously allowable, content endorsed teachers have defined roles outlined in the WBL Policy Guide. This is particularly important for capstone WBL placements that fall within CTE Career Clusters and programs of study that may pose additional safety concerns or have highly specialized requirements (Health Science; Construction; Advanced Manufacturing; Transportation; and Law and Public Safety, Corrections & Security).

2017-18 Work-Based Learning Professional Development Calendar NOTE: NO LOCATIONS HAVE BEEN SET for 2017-18

Division	West		Middle			East		
Region*	Northwest	Southwest	Mid Cumberland	South Central	Upper Cumberland	East	Southeast	First
Time	3:45- 5:45 CT	3:30-5:30 CT	3:30-5:30 CT	3:30-5:30 CT	3:45-5:45 CT	4:00-6:00 EST	3:30-5:30 EST	3:45-5:45 EST
Trainers	Lisa Brewer	Clark Knight	Matthew Spinella	Marie Wicks	Brandi Hays	Vikki Burns	Brittany Cannon	Jeremy May
	Lynn Gonzales	Arwen Adair	Ellen Mattingly	Tammy Hunter	Becca Leech	Patty Thomas	George Kilgore	Angelia Ford
		Carman Lawrence	Shelley Vanegas	Lequita Maxwell	Robbie Cassteel	Melanie Lamberson	Mitzi Delker	Meghan Carr
		Michelle Haney	Chae Snorten	Gayla Newton	Lauren Coffman	Michelle Pittman	Joyce Perdue	
Dates** PLC #1	Sep. 28, 2017 - Location TBD	Sep. 26, 2017 - Location TBD	Sep. 19, 2017 - Location TBD	Sep. 26, 2017 - Location TBD	Sep. 26, 2017 - Location TBD	Sep. 28, 2017 - Location TBD	Sep. 28, 2017 - Location TBD	Sep. 21, 2017 - Location TBD
PLC #2	Oct. 19, 2017 - Location TBD	Nov. 2, 2017 - Location TBD	Nov. 2, 2017 - Location TBD	Oct. 24, 2017 - Location TBD	Oct. 24, 2017 - Location TBD	Oct. 24, 2017 - Location TBD	Nov. 2, 2017 - Location TBD	Oct. 26, 2017 - Location TBD
PLC #3	Webinar-based PLC. Available January 15-19 on the WBL Website.							
PLC #4	March 8, 2017 - Location TBD	March 6, 2017 - Location TBD	March 6, 2017 - Location TBD	March 6, 2017 - Location TBD	March 13, 2017 - Location TBD	March 13, 2017 - Location TBD	March 1, 2017 - Location TBD	March 8, 2017 - Location TBD
PLC #5	June 14, 2017 - Location TBD	June 13 - Location TBD	June 12, 2017 - Location TBD	June 7, 2017 - Location TBD	June 5, 2017 - Location TBD	June 20, 2017 - Location TBD	June 19, 2017 - Location TBD	June 21, 2017 - Location TBD
PLC #6	PLC meetings will be available at the summer Institute for CTE Educators during the week of July 9-13, 2018.							
Certification Trainings***	Aug. 24-25, 2017 Spring 2018		Aug. 28-29, 2017 Spring 2018			Aug. 21-22, 2017 Spring 2018		

*WBL Coordinators may sign up to be a member of any of the regional PLCs, however, the best support may be provided by trainers in your CORE region (Center of Regional Excellence):

<https://tn.gov/education/topic/centers-of-regional-excellence>

**WBL Coordinators must sign up to become a member of a regional PLC prior to attending to ensure their participation is tracked for recertification.

https://stateoftennessee.formstack.com/forms/workbased_learning_regional_plc_membership_application

***Trainings require advance registration, are available to all new and experienced WBL Coordinators, and result in certification to teach WBL courses in Tennessee.

For more information, see our WBL webpage and click on "WBL Training and Professional Development" at:

<https://tn.gov/education/topic/work-based-learning>



Active WBL Certificates by District - As of April 2017

The following teachers hold valid WBL certificates as of April 2017. WBL certificates are good for two (2) years from date of issue. For more information, visit our WBL Certification page:
<https://www.tn.gov/education/article/wblcertification>

District ID	Last Name	First Name	License Number	Certification Date
440	Barham	Lakelan	258545	24-Jun-15
440	Thaxton	Anne	220479	10-Jul-15
450	House	Kesha	608979	04-Mar-16
450	Martin	Adam	294045	04-Mar-16
450	Shrader	Laura	218019	25-Sep-15
450	Skeen	Sherry	623157	04-Mar-16
460	Agan, III	Jerry M.	595428	10-Mar-17
460	Christian	Christina	176205	04-Mar-16
460	Cox	Craig	626170	10-Jun-16
460	Hammons	Sonya	565976	04-Mar-16
460	Reece	Catina	580557	10-Jun-16
470	Bachor	Katherine	579409	10-Mar-17
470	Baham	Arthur	501303	13-Apr-17
470	Baker	Mark	260273	04-Mar-16
470	Barr	Sherry	152293	10-Jun-16
470	Beason	Teresa	162648	13-Apr-17
470	Beeler	Cynthia	210538	10-Jun-16
470	Bennett	Josh	610191	13-Apr-17
470	Black	Robert	246493	10-Mar-17
470	Blankenship	John	136337	01-Sep-15
470	Brossett	Michelle	276269	13-Apr-17
470	Brown	Christy	219339	04-Mar-16
470	Brown	Kimberly	254419	13-Apr-17
470	Bruce	Greg	238667	10-Jun-16
470	Bryant	Jeff	252629	04-Mar-16
470	Buckley	Kelly	622792	13-Apr-17
470	Burkley	Kimberly	606671	10-Mar-17
470	Carr	Ulla	293389	10-Jun-16
470	Carr	Kelley	212351	25-Sep-15
470	Clark	P.Jaye	163001	01-Sep-15
470	Colby	Jason	636268	10-Jun-16
470	Crisp	Amy	242306	01-Sep-15
470	crowley	misty	580589	13-Apr-17
470	Davis	Ken	215271	16-Aug-16
470	Davis	Tammy	253611	01-Sep-15
470	Dorsey	Amanda	606272	10-Jun-16
470	Duncan	Cheri	260254	04-Mar-16
470	Everett	Carrie	505006	10-Jun-16

Active WBL Certificates by District - As of April 2017

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District ID	Last Name	First Name	License Number	Certification Date
470	Everett	Michael	530335	23-Aug-16
470	Ferrantello	Denny	562400	01-Sep-15
470	Ford	Angelia	258840	13-Apr-17
470	Fox	Michael	598590	24-May-16
470	Frei	Emily	550894	13-Apr-17
470	Fritts	Sondra	231983	13-Apr-17
470	Gibbons	James	533802	10-Jun-16
470	Gilbert	Amanda	627147	13-Apr-17
470	Griffin	Kathryn	505349	16-Aug-16
470	Hahn	Jan	544476	10-Mar-17
470	Hall	Phillip B.	236705	10-Jun-15
470	Hammond	Christopher	579003	13-Apr-17
470	Harbison	Jason	556661	04-Mar-16
470	Harris	Stephen	592868	25-Sep-15
470	Hatmaker	Vivian	159017	10-Mar-17
470	Headrick	Tammy	251516	13-Apr-17
470	Higdon	David	639040	16-Aug-16
470	Higgins	Rebekah	624936	01-Sep-15
470	Hite	Morgan	585559	04-Mar-16
470	Honeycutt	Rick	639042	10-Jun-16
470	Hooks	Ellen	592802	10-Jun-16
470	Hove	Erin	512489	01-Sep-15
470	Hutchens	Cynthia	536023	01-Sep-15
470	Inman	Glenda	194080	13-Apr-17
470	Jackson	Kathryn L.	632429	10-Mar-17
470	James	Franda Demond	273104	13-Apr-17
470	Jenkins	Timothy	581504	01-Sep-15
470	Johnson	Joslyn	236030	01-Sep-15
470	Jones	Jeffrey	221242	13-Apr-17
470	Jones	Michael	280161	10-Jun-16
470	Keaton	Michelle	234705	23-Aug-16
470	Kelly	Tracy	629867	04-Mar-16
470	Kepper	LeeAnne	229243	01-Sep-15
470	Kimel	Chris	564489	01-Sep-15
470	Kirby	Jeana	253650	01-Sep-15
470	Lacy	Wandy	84032	10-Jun-16
470	Lentz	Melinda	248027	10-Jun-16
470	Long	Erika	640881	10-Jun-16

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District ID	Last Name	First Name	License Number	Certification Date
470	Lord	Christia	533791	01-Sep-15
470	Lovett	Heather	515406	01-Sep-15
470	Maples	Jo	239156	10-Mar-17
470	Martin	Susan	230988	01-Sep-15
470	Martin	Jon	551145	10-Jun-16
470	Mayes	Russell	218966	04-Mar-16
470	McCall	Leigha	611449	01-Sep-15
470	McClure	Robert	218286	01-Sep-15
470	McCoy	Kathy	253325	04-Mar-16
470	McGhee	Sharon	612757	04-Mar-16
470	McGrath	Brenda	45272	10-Jun-16
470	McMahan	William	258199	01-Sep-15
470	McManus	Jada	234084	10-Mar-17
470	McMurray	Jeffrey	254403	01-Sep-15
470	McSpadden	Emily W.	226797	13-Apr-17
470	Miller	Cecilia	625339	01-Sep-15
470	Minark	Sonya	635968	10-Mar-17
470	Mitchell	Amy	211559	13-Apr-17
470	Mitchell	Aundrea	264379	01-Sep-15
470	Morgan	Jennifer	211329	10-Jun-16
470	Morgan	Jennifer	211329	10-Jun-16
470	Moskal	Amy	243973	10-Jun-16
470	Mosley	Matthew	588315	04-Mar-16
470	Murray	Donna	243601	10-Jun-16
470	Mynatt	Gwen Regina	232121	13-Apr-17
470	Neal	Amy	253988	10-Jun-16
470	Neely	Erika	520541	10-Jun-16
470	Nolin-White	Jose	90733	01-Sep-15
470	Odell	Roberta	173026	25-Sep-15
470	Parks	Lori	198848	01-Sep-15
470	Parramore	Lucinda	624939	01-Sep-15
470	Peake	Loretta	180252	10-Jun-16
470	Perry	Aimee	251287	10-Mar-17
470	Phillips	Erica	571824	01-Sep-15
470	Polston	Trina	217210	04-Mar-16
470	Popa	Dana	594853	13-Apr-17
470	Presley	Doris	204689	13-Apr-17
470	Pressley	Angela	216338	01-Sep-15

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District ID	Last Name	First Name	License Number	Certification Date
470	Price	Laurie	526761	10-Jun-16
470	Price	Gloria	143204	10-Jun-16
470	Rhone	Mary	181768	01-Sep-15
470	Roach	Nicki	633770	10-Jun-16
470	Roberts	Angela	583717	10-Jun-16
470	Robinson	Sarah	251255	13-Apr-17
470	Romero	Paul	505720	01-Sep-15
470	Rule	Judy	134045	23-Aug-16
470	Schneider	Megan Maureen	563576	13-Apr-17
470	Settle	Jason	584394	04-Mar-16
470	Sexton	Johnnnny	257806	10-Jun-16
470	Sharp	Amanda	229599	10-Mar-17
470	Sherrell	Dana	271558	01-Sep-15
470	Shipwash	Franklin	635113	10-Jun-16
470	Skinner	Jane	192085	10-Jun-16
470	Smith	Mark	552792	04-Mar-16
470	Smith	Robin	575966	10-Jun-16
470	Story	Mike	145568	10-Mar-17
470	Stowers	Melissa	227048	04-Mar-16
470	Sullivan	Lisa R	190652	01-Sep-15
470	Sutton	Jeremy	515055	13-Apr-17
470	Tampas	Pete	223211	10-Jun-16
470	Tampas	Michael	549769	10-Jun-16
470	Thumler	Lori	214465	04-Mar-16
470	Tonos	Neely	276363	10-Jun-16
470	Trunzo	Angela	580703	10-Mar-17
470	Valentine	John	206886	01-Sep-15
470	Venable	Catherine	573642	13-Apr-17
470	Wade	Christopher	586101	13-Apr-17
470	Wallace	Leah	632098	01-Sep-15
470	Webster	Crystal	239448	10-Jun-16
470	West	Vivian	257935	10-Jun-16
470	Wilburn	David	206916	10-Jun-16
470	Williams	Nancy	612195	10-Jun-16
470	Williamson	Brittany Nicole	610163	10-Jun-15
470	Woods	Mallory Marie	609068	10-Mar-17
470	Yaden	Emily	583251	10-Jun-16
470	Young	Rebecca	185416	10-Jun-16

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<https://www.tn.gov/education/article/wblcertification>

District ID	Last Name	First Name	License Number	Certification Date
470	Zoldessy	Elizabeth	173158	13-Apr-17
480	McNeil	Hannah Claire	611689	18-Jun-15
480	Regalado	Carrie Elizabeth	215987	18-Jun-15
490	Coleman	Rachel	553128	26-Jan-16
490	Deaton	Kristen	701100	27-Jan-17
490	Farris	Susan	268127	26-Jan-16
490	Greene	TyAnn	534353	26-Jan-16
490	Parnell	Jana	546172	18-Sep-15
490	Winchester	Donna	573866	26-Aug-16
500	Ambrose	Sandra	569219	29-Jan-16
500	Brown	DeeDee	266432	29-Jan-16
500	Davis	Michael	633618	29-Jan-16
500	Eledge	Nicholas	567067	29-Jan-16
500	Harris	Alanna	228834	29-Jan-16
500	Huntley	Clarissa	575585	29-Jan-16
500	Hurst	Katherine	623997	29-Jan-16
500	Kelly	Andrea	257015	29-Jan-16
500	Long	Jana	237795	13-Apr-17
500	Lopp	Patti	230336	23-Aug-16
500	McDow	Hope	575736	29-Jan-16
500	McDow	Hope	575736	29-Jan-16
500	Pack	Mary	252238	29-Jan-16
500	Stout	Sherry	208292	29-Jan-16
500	True	Holly	291460	23-Aug-16
500	Wheeley	Sandy	585812	29-Jan-16
510	Tatum	Charles	53192	29-Jan-16
520	Anderson	Randy	266408	10-Jul-15
520	Bradford	Tim	243699	24-May-16
520	Eakin	William	157008	29-Jan-16
520	Kirkland	Karen	608666	10-Mar-17
520	Riner	Felicia	505685	13-Apr-17
520	Snoddy	Jennifer	260725	10-Mar-17
521	Wright	Keela	253797	29-Jan-16
530	Ferguson	Kristin	631136	01-Sep-15
530	Franklin	Breia	590207	16-Aug-16
530	Lynn	Hayley	220068	16-Aug-16
530	Tripp	Robert	159100	16-Aug-16
531	Epperson	Joshua	279202	10-Jul-15



Changes to Work-based Learning (WBL) Professional Development and Recertification Requirements

For districts to best serve students through capstone WBL experiences, a flexible suite of professional development (PD) options is important to promote quality practices and support teachers. Changes to the suite of PD offerings for WBL instructors will go into effect in the 2017-18 school year. These changes are based on feedback from WBL coordinators and will impact WBL certification and recertification processes by providing more flexible options that deepen the focus on quality instructional practices for WBL coordinators. The new processes will also help districts meet the continuous improvement requirements set by the state board of education in the [WBL Framework](#).

WBL Professional Development

WBL coordinators can benefit from a variety of PD options throughout the year, including certification training for new WBL coordinators, regional PLCs to promote peer learning and strong instructional practices for existing WBL coordinators, webinars to provide timely updates, and conference sessions that recognize strong and replicable practices.

Two-day Certification Trainings

The [WBL two-day certification trainings](#) are an intensive introduction to WBL for teachers and CTE directors who are not familiar with the state policies and requirements. Beginning in spring 2017-18, these trainings will only be offered for new WBL coordinators and those who have not earned WBL certification since 2015. These trainings prepare new WBL coordinators to oversee student placements through a WBL capstone course and address employability skill development, reporting requirements, WBL policies, and strategies to launch or improve a WBL program.

Professional Learning Communities (PLCs)

PLCs enable WBL coordinators to learn about successful practices from across the state and discuss topics essential to WBL program success. Unlike the two-day certification trainings, PLC meetings are small group and discussion-based. Beginning in 2017-18, PLCs will have a greater focus on mastery of key content including strong facilitation of WBL programs, supporting effective student goal-setting, and using labor data to inform continuous development. Successful demonstration of mastery of PLC content earns a WBL coordinator credit toward recertification.

WBL PLC meetings are offered regularly in each of the eight [CORE regions](#). A [PLC calendar](#) with meeting dates and locations is provided the spring prior to the upcoming school year. Teachers who [sign up as a member](#) of their local PLC receive updates about their regional meetings. To improve scheduling flexibility, PLC meetings will also be held during the summer at the Institute for CTE Educators beginning in the summer 2018, and at least one virtual PLC meeting will be offered.

Webinars

Beginning in fall 2017, at least one PLC meeting will be offered in webinar format each school year. Also beginning in fall 2017, a child labor laws refresher webinar will be available on the [WBL website](#) as part of the recertification process. Webinars that count toward recertification include activities such as quizzes or case studies to enhance the learning process and demonstrate content mastery.



WBL-focused Conference Sessions

WBL coordinators are encouraged to highlight their strong WBL practices at the [LEAD conference](#), [Partners in Education \(PIE\) conference](#), and the [Institute for CTE Educators](#). Sessions at these conferences focus on replicable practices and provide WBL coordinators additional ways to engage in WBL professional development.

Certification and Recertification through WBL Professional Development

Certification for New WBL Coordinators

New WBL coordinators and those who have not recertified since the launch of the [WBL Framework](#) in 2015 are required to complete a [WBL two-day certification training](#). Two-day trainings will continue to be offered twice a year in each grand division in the fall and spring. To connect new WBL coordinators with a network of regional WBL colleagues, newly certified WBL coordinators will be required to **earn one (1) PLC credit within the same school year as the WBL two-day certification training**.

Recertification for Current WBL Coordinators with an Active Certificate

Beginning in the 2017-18 school year, recertification will be based on mastery of PLC content, allowing coordinators more flexibility in meeting the recertification requirements. WBL coordinators will be required to **earn three (3) PLC credits and pass a quiz based on the child labor laws webinar each academic year to renew their certification for the upcoming year**. WBL coordinators will be able to keep track of their progress toward recertification by earning a note of PLC content mastery upon successful completion. WBL coordinators with an active WBL certificate will not be able to earn PLC credit through the two-day certification training.

WBL Certification Process for New WBL Coordinators
<p>Step 1: Attend initial two-day certification training (fall or spring). Earn initial WBL certificate.</p> <p>Step 2: Earn* one in-person PLC credit during the current school year or summer. Extend WBL certificate through the end of the next school year. Begin recertification process at the beginning of the next school year.</p>
WBL Recertification Process for All WBL Coordinators
<p>Earn* three WBL PLC credits each academic year to renew WBL certification for the following school year.</p>
<p>*To earn WBL PD credits, teachers must sign in, develop and edit artifacts, submit final artifacts, and complete any required survey. If a PLC artifact requires the use of student projects, data, or student-level artifacts, teachers without WBL students may complete an alternate assignment. For example, a completed PLP packet may be required in development of a PLC artifact; a teacher who does not have students may instead demonstrate how to ensure that a student is providing quality responses and create examples of strong responses within the PLP.</p>

Recertification for WBL Coordinators with an Expired WBL Certificate

To support teachers who have previously been certified in WBL since March 2015, but whose WBL certificate has expired, a new recertification webinar will be available online beginning in March 2018. Supplemental activities such as quizzes and case studies will be included to enhance the learning process. WBL coordinators must complete this webinar and earn three WBL PLC credits within their first year to complete the recertification process.

Earning WBL PLC Credits

WBL coordinators will have multiple opportunities to earn the three required WBL PLC credits each academic year. Flexible scheduling enables them to earn these credits through in-person or virtual PLCs offered during the school year and summer. See the chart below for details.



Tracking WBL Credits

WBL coordinators will receive a confirmation of PLC credit based on successful content mastery for each PLC session successfully completed. This allows WBL coordinators to keep a record of their PLC participation and content mastery as well as track progress toward recertification for the following school year. Confirmation of WBL PLC credits may also be used to satisfy local PD requirements, as allowed by local school district policy.

Requirements for Credit toward WBL Recertification

1. Complete child labor laws webinar and case study or quiz
2. Develop a practical artifact for use in your WBL program by completing three (3) of the following:
 - a. Regional PLC meeting in September
 - b. Regional PLC meeting in October
 - c. Regional PLC meeting in March
 - d. Regional PLC meeting in June ***new***
 - e. PLC webinar ***new***
 - f. PLC meeting at Institute for CTE Educators ***new***

Additional WBL Professional Development Opportunities

1. WBL update webinars
2. LEAD Conference: WBL conference sessions
3. PIE Conference: WBL conference sessions
4. Institute for CTE Educators: WBL conference sessions (different from PLC meetings)

How will these changes impact me?

WBL coordinators who currently hold an active two-year certificate will be able to phase into the new WBL recertification process. Please find your last certification date below for more information about how this will specifically apply to you.

Next Steps for WBL Coordinators with an Active Two-year Certificate			
Method of Last Certification	Expiration	Next Steps	Result
2014-15 Two-day Certification Training	July 1, 2017	Earn three PLC credits in 2017-18	Extend certification through the end of the 2018-19 school year
2015-16 Two-day Certification Training	July 1, 2018	Earn three PLC credits in 2017-18	Extend certification through the end of the 2018-19 school year
Completed at least four PLCs in 2015-16	July 1, 2018	Earn three PLC credits in 2017-18	Extend certification through the end of the 2018-19 school year
2016-17 Two-day Certification Training	July 1, 2019	Earn three PLC credits in 2018-19**	Extend certification through the end of the 2019-20 school year
Completed at least four PLCs in 2016-17 PLCs	July 1, 2019	Earn three PLC credits in 2018-19**	Extend certification through the end of the 2019-20 school year

** Coordinators who recertify in spring or fall 2017 will phase in these new requirements due to their recent participation in the two-day training.

Please reach out to Mikki.Hornstein@tn.gov with questions about the certification and/or recertification process.

Section Three: Timeline and Required Documentation



Responsibilities and Timeline for the Work-based Learning Coordinator

To do prior to the WBL experience:

- Have the student complete the Intent to Participate form and have the program of study instructor complete the Teacher Recommendation form
- Verify that the student has 90% attendance rate.
- Check that the placement aligns to the student's elective focus and that WBL will be at least the third or fourth course within that focus.
- Verify that the student is "on track" to graduate
- Complete an initial visit to the worksite and complete the Monitoring Visit Checklist (primarily looking to make sure it's a safe environment for the student to work and the experience is going to be educationally beneficial). Coordinate with the teacher of record, for this visit, if necessary. If the student is being paid, verify that it is a licensed business and that the student will be covered by Workman's Compensation.
- Obtain a copy of the student's driver's license verifying that the student is at least sixteen years of age.

To do at the beginning of the experience:

- Get 2 copies of Work-based Learning Agreement, Insurance/Emergency Information, and Safety Training Log signed by all parties (these are in the Personalized Learning Plan packet). Leave one copy on file at the worksite and the other on file at the classroom. A copy of the Student Driver Release should be signed by designated parties and kept on file at the school. A copy of the Parent Agreement Form should be signed by all parties and kept on file at the school and the worksite.
- Attach a completed copy of the safety test, indicating 100% mastery, to the documents kept on file at the workplace and classroom.
- If the student is going to be performing any "hazardous work", get 2 copies of the Hazardous Occupations Exemption Form signed by all parties. Inform employer that student can only perform "hazardous duties" for no more than one hour per shift. Mr. Lawson has to approve all placements considered "hazardous".
- Have student complete part A of the Personalized Learning Plan.

To do throughout the semester:

- Visit the worksite at least once per grading period. Provide employer with your phone number and email so that they can contact you with any issues. Encourage frequent contact by email/phone.
- Have student complete part B of the Personalized Learning Plan throughout the semester.
- Make sure student is gathering artifacts for his/her portfolio. These items can include pictures of items prepared from start to finish, evidence of new skills/training received while on the job, employer recommendation letters, resume, job application, etc.
- Make sure that the employer is providing an opportunity for the student to address the standards for the WBL course. Remember It is suggested that you meet with the student weekly to ensure that standards are addressed.
- Have student maintain a record of their time on the job. Keep in mind the student should at least be on the jobsite the equivalent amount of time that they would normally be in class. Make sure that student is working the appropriate hours for their age (refer to Child Labor Laws poster).

To do at the end of the semester:

- Make sure student has completed the Personalized Learning Plan.
- Grade and return the student's work portfolio (this constitutes the end of course test grade for this class)
- Have employer complete a final evaluation of the student placement
- Input student competencies into e-TIGER



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
- 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 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:

1. 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.
2. Complete the Work-based Learning Referral form, obtaining school counselor signature and teacher recommendation.
3. Obtain a recommendation from your elective focus/program of study teacher or case manager.
4. Submit your completed referral form to the Work-based Learning Coordinator/Teacher.
5. 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 Information (to be completed by the student)	
Student Name: _____	Grade Level: _____
Student Age: _____	Graduation/Exit Year: _____
Elective Focus/Program of Study _____	
Employment Plans: (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).	

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

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	
<i>If yes, consult with CTE Director or Special Education WBL Supervisor prior to approving this placement.</i>	
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:

That 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 Senior Out of School Experience 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 (If 18 years or older) Date

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

High 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. If the student is unable to report to work-based learning, it is their responsibility to contact their employer.
8. **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.
9. 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.
10. **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.
11. 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.
12. 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.
13. **Students may not participate in paid work-based learning experiences unless they are covered by the employer's Workers Compensation plan. For those paid experiences, in which Worker's Compensation is not provided, the student must purchase and provide evidence of additional accident liability insurance to the work-based learning instructor.** In addition, students who are participating in non-paid experiences are not required to be under Worker's Compensation coverage by the work site, however, a student does have the option to purchase optional accident liability coverage. If he/she decides to do so, evidence of this coverage will be maintained with the student's WBL documentation.

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



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:

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 register 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

21 ST 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 <i>Example: Document participation in a brain-storming session and the ideas generated related to a new marketing brochure.</i>	
My Experience:	
My Evidence:	
COMMUNICATION: Articulate ideas effectively in both oral and written communications; listen effectively <i>Example: Orally present the results of a survey of students about their interest in a new app.</i>	
My Experience:	
My Evidence:	
INFORMATION LITERACY: Access and evaluate information, manage information accurately and ethically <i>Example: Conduct an internet search about competitors in the youth clothing industry in the community, documenting sources and rating each for credibility.</i>	
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

Example: Take the initiative to find out more about the science behind a process at the manufacturing plant and write up what was learned.

My Experience:

My Evidence:

CULTURAL AND GLOBAL COMPETENCE: Exhibit interpersonal and social skills that are respectful of cultural differences

Example: Identify staff of differing cultural origins and document conversations about cultural differences in expected workplace behavior.

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

Example: Verify (and document verification of) the sums on a spreadsheet of donations before turning it in on time.

My Experience:

My Evidence:

WBL Safety Training Log

The following safety training log should reflect the training requirements appropriate for the student's job description and align with the required trainings of the business. According to Tennessee Child Labor Law and WBL Policies, this form must be kept up-to-date in the personnel file at the workplace and at the school. Copies of the Safety Training Log and the WBL Agreement must be kept on file at the school for five years after placement.

Student Name:	Work Site:
Address:	Address:
City/Zip:	City/Zip:
Phone:	Phone:
DOB:	Supervisor:

Student's Responsibilities/Job Description: _____

Safety Training Topics*	Trainer's Name	Location	Date Provided
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

*If additional space is needed, attach an extra sheet of paper.

SIGNATURES

Student:	Date:
Parent or Guardian:	Date:
Endorsed Teacher: <i>(When not the WBL Coordinator)</i>	Date:
WBL Coordinator:	Date:
Principal: School:	Date:
CTE Director: <i>(or designated WBL Coordinator)</i>	Date:
Work Site Supervisor:	Date:

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by TDOE and/or TOOL&WD.

Work-Based Learning Agreement

According to Tennessee Child Labor Law and WBL Policies, this form must be kept up-to-date in the personnel file at the workplace and at the school. Copies of the Safety Training Log and the WBL Agreement must be kept on file at the school for five years after placement.

Student Name:	Work Site:
Address:	Supervisor:
City/Zip:	Address:
Phone:	DOB:
Area of Elective Focus:	City/Zip:
High School:	Phone:
	Start Date:

Typical Weekly Work Schedule: Hours for credit-bearing experiences must equate to a full-time equivalent course.

Day	Time of Work		Total Work Hours
	From	To	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
	Total		

Type of WBL Experience

<input type="checkbox"/>	Apprenticeship (Registered)
<input type="checkbox"/>	Clinical
<input type="checkbox"/>	Cooperative Education
<input type="checkbox"/>	Internship
<input type="checkbox"/>	Transition (paid or unpaid)
<input type="checkbox"/>	School-Based Enterprise
<input type="checkbox"/>	Service Learning

Employability Skills: This student is participating in work-based learning for credit and will have the opportunity to practice employability skills appropriate to the placement to prepare them for postsecondary education, future careers, and life:

- Application of academic and technical knowledge and skills
- Career knowledge and navigation skills
- 21st Century learning and Innovation skills
- Personal and social skills

Verification: We, the undersigned, give permission for the above-named student to participate in the WBL program, and we understand and agree to meet the requirements of the WBL Framework as provided in State Board of Education policy and in the WBL Policy Guide provided by the Tennessee Department of Education. We verify the above information is correct and is consistent with federal and state guidelines for work-based learning experiences.

Student:	Date:
Parent or Guardian:	Date:
Endorsed Teacher: <i>(When not the WBL Coordinator)</i>	Date:
WBL Coordinator:	Date:
Principal:	School:
CTE Director: <i>(or designated WBL Coordinator)</i>	Date:
Work Site Supervisor:	Date:

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by TDOE and/or TDOL&WD.

VERIFY WORKERS' COMPENSATION COVERAGE: _____ YES _____ NO

**Work-Based Learning Insurance
and Emergency Information**



Student Name:		Work Site:	
Address:		Address:	
City:	Zip:	City:	Zip:
Phone:		Phone:	
DOB:	Grade:	WBL Coordinator:	

Allergic to Medication? No Yes If yes: list medication(s):

List any other allergies or medical problems:

Medical Alert: No Yes, If yes: additional explanation:

Insurance Company:

Policy #:

Parent/Guardian	Home Phone: Work Phone: Cell Phone:
Parent/Guardian	Home Phone: Work Phone: Cell Phone:
Additional Emergency Contact	Home Phone: Work Phone: Cell Phone:

I consent for my child to receive medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent or Guardian	Date
Student	Date
WBL Coordinator	Date
Principal	Date
Supervisor	Date

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated again, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by TDOE and/or TDOL&WD.

**Hazardous Occupation Exemption Form:
Agreement for WBL Students**



STUDENT INFORMATION	
Last Name:	Employer:
First Name:	School District:
Middle Initial:	School Name:
Social Security #:	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 planing 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.

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

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by TDOE and/or TDOL&WD.

Section Four:
TDOE WBL
Additional
Resources

Work-Based Learning Student Placement Monitoring Visit Checklist

It is important to remember to discuss or look for the following components during a monitoring visit:

- Safe, clean working environment that is appropriate per industry standards
- Equipment and supplies meet the needs of the student in completing his/her job
- The employer has a personnel file on site for students under eighteen which includes at least:
 - proof of age,
 - Learning Agreement
 - Safety Training Log (other Child Labor Law documentation may also be required based on the placement and responsibilities of the student)
- Discuss the student's performance with his/her supervisor and make notes of any issues that you will need to discuss with the student at a later time
- Ask the supervisor where the student is performing particularly well so you can share that positive reinforcement with the student at a later time
- Ask the supervisor if there are skills that the student is not getting a chance to practice that were agreed to on their learning plan (to help you make adjustments and find opportunities for the student to meet all course requirements)
- Time permitting, ask the supervisor or Human Resources staff about trends in the industry that may offer additional insights about future workplace needs; this information can benefit other students as well as the one for whom the monitoring is being conducted

Comments/Notes:

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:

C. Opportunities and Resources at Work

Individually or in small groups develop answers to the following questions. Be open-minded and creative:

1. What activities might the student be involved in at the work site(s) that would enhance his/her academic and applied learning skills?

2. What activities might the student be involved in at the work site(s) that would enhance his/her Career Knowledge/Navigation Skills, 21st Century Learning and Innovation Skills, and Personal/Social Skills?

3. What essential questions could a student investigate through work experience at the site(s)?
Consider how the question:
 - (a) relates to the discipline(s) you teach
 - (b) is grounded in actual problems or processes at the workplace
 - (c) might capture the interest of a student

4. What curriculum ideas emerged from your visit?



Department of
Education

Work-Based
Learning

Work-Based Learning Policy Guide

Tennessee Department of Education, May 2017

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Department of
Education

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Learning**

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INTRODUCTION

In an increasingly complex global economy, all students must be prepared with intellectual, technical, and social skills needed to compete and contribute meaningfully to their communities. For most, this means completing some postsecondary education or training; for all, it means learning about themselves and the world of work.

The policies and procedures outlined in this policy guide support outcomes-driven work-based learning (WBL) experiences and programs in Tennessee. They pertain to all WBL activities in Tennessee and establish the minimum requirements of the Tennessee Department of Education (TDOE). Local districts may choose to adopt additional guidelines above and beyond these policies based on the workforce development needs of regional employers, local postsecondary opportunities, and high-demand, high-skill careers.

The WBL Policy Guide is required by Tennessee State Board of Education Rule 0520-01-03-.06 and adheres to the WBL Framework established in High School Policy 2.103. A separate WBL Implementation Guide provides additional supporting documentation and resources for successful WBL strategies. WBL course documents provide additional information about specific credit-bearing WBL experiences.

WORK-BASED LEARNING OVERVIEW

Tennessee's Vision for Skills-Focused Work-Based Learning

Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers, providing students with the needed skills that are difficult to learn solely through classroom-based instruction. WBL activities begin by helping students develop a broad understanding and awareness of industries and possible careers that are available to them. Over time, these experiences narrow in focus as students find careers of interest, learn what postsecondary education is necessary for success, and practice the technical, transferable 21st century skills, and social and personal skills to enter those careers later in life.

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, clinicals, and practicums for high school credit.

Tennessee's Vision for Work-Based Learning:

Every student in Tennessee will prepare for further education and long-term careers in an increasingly complex global economy by exploring careers, understanding their own strengths and interests, and learning through hands-on application of valuable employability skills.

Work-based learning will help ensure a skilled workforce pipeline for Tennessee's growing industries. It benefits communities and families by promoting thriving local and regional economies.

Educators, industry, communities and families will work together to create a world-class work-based learning system with broad-based, efficient and effective participation of all stakeholders at statewide, regional, and local levels.

Collaboration between private and public institutions ensures relevant skill development and clear pathways to student success.

Work-based learning is a methodology that can support learning for all students through various strategies. Successfully braiding the components of school and work and providing work-based learning opportunities for all students requires a vision and commitment shared by stakeholders including educators, employers, communities, parents, and the students themselves.

The Tennessee Department of Education's policies support WBL programs that prepare students for success in local high-wage, high-demand, and high-skill careers through rigorous, relevant WBL experiences driven in partnership by the business community and schools.



Image Credit: Corporate Voices for Working Families

To attain this vision, the goal of work-based learning in Tennessee is two-fold: first, to deepen WBL learning experiences by increasing the focus on student skill development, and second, to broaden participation in WBL opportunities that connect student interests with real opportunities in Tennessee.

To meet these goals, WBL experiences need to be:

- introduced in early grades and deepened over time rather than focused only in later grades;
- driven by standards-based student learning outcomes rather than completed activities;
- accessible to all students and designed to meet diverse needs rather than reserved for a few;
- focused on both postsecondary and career readiness rather than careers alone;
- integrated within curriculum and strong counseling resources, rather than existing as stand-alone experiences;
- supported by a school-based team including general education teachers, career and technical education (CTE) teachers, and counselors, rather than just one CTE teacher; and
- inclusive of school-based and technology-supported experiences rather than only existing in workplaces.

Benefits of Work-Based Learning for Students, Employers, Schools and Communities

Strong work-based learning programs provide clear benefits to invested stakeholders.

Students who participate in rigorous WBL can:

- set and pursue career, educational and personal goals;
- understand the connection between school and their postsecondary and career goals;
- model mature professional behaviors and rise to the expectations of employers while demonstrating good work habits;
- develop leadership skills and a sense of responsibility;
- solve problems cooperatively and creatively;
- build social networks that will support their learning and expand future opportunities; and
- access opportunities for economic and social prosperity to support themselves and their families.

Employers and community organizations can:

- shape a pipeline of knowledgeable, motivated talent;
- increase brand awareness and loyalty;
- prescreen potential employees and broaden their community impact and contribution;
- give back to the community and support strong learning experiences for students; and
- provide students with exposure to opportunities outside their immediate environments.

Schools can:

- incorporate career training techniques used in businesses;
- develop ongoing relationships with the business community;
- adapt rapidly to industry trends and workplace expectations;
- increase the number of WBL opportunities available to all students;
- create a sequenced plan for WBL experiences that build upon each other to foster career awareness, exploration and preparation; and
- promote skills that support students' attainment of the Tennessee standards as well as workplace standards.

The state can:

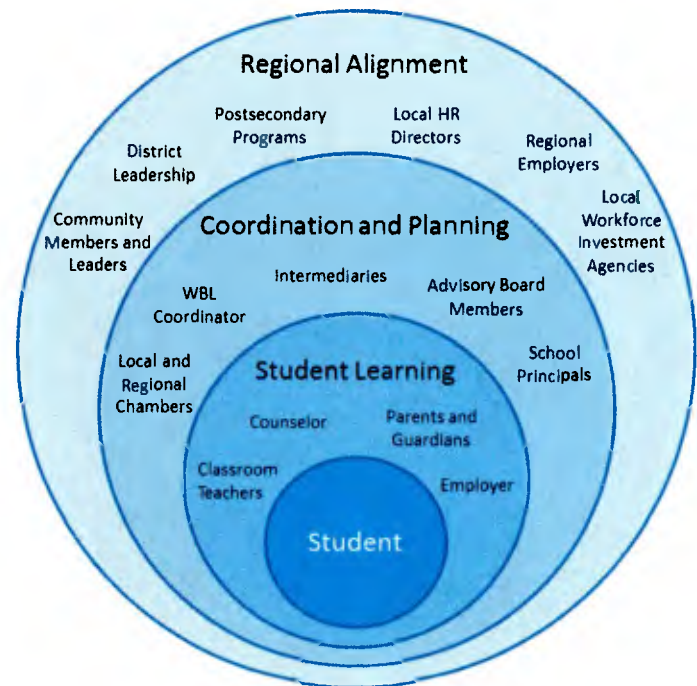
- retain existing employers by offering a continuous pool of highly qualified candidates and
- provide a qualified workforce to grow the economy and recruit employers and jobs to Tennessee.

Involving Key Stakeholders in Implementing a Work-Based Learning Program

Successful work-based learning models are defined by:

1. Opportunities aligned with workforce needs
2. Experiences sequenced and built over time
3. Professionals providing ongoing input regarding the program, student experiences, and student learning outcomes

For these practices to be effective, multiple stakeholders must provide layers of support and collaboration to ensure positive outcomes for students. They must help determine regional community needs, coordinate and plan WBL experiences that align with real opportunities in the region, and provide students with opportunities to learn employability skills in a real-world context. These stakeholders span secondary and postsecondary education, community organizations, workforce development agencies, businesses, parents, and students.



Students are the primary agents in work-based learning. They not only participate fully in experiences that are offered, but seek opportunities to learn. Students request support as needed, assess their own learning, develop plans, recalibrate plans based on their experiences, and help ensure that each successive experience leads them closer to their goals.

Parents and guardians prepare their children for learning, support their children's access to opportunities, and help broker services that their children may need to succeed.

Schools prepare students, coordinate experiences, identify learning needs, and work with employers to determine the expected outcomes for student experiences. They work with students and employers to develop learning plans, monitor student progress, facilitate connection to curriculum, and assess student learning. Within schools, teachers, counselors, and other staff work together, but teachers are primarily responsible for establishing learning outcomes, monitoring students, and assessing student outcomes.

Districts/local education agencies (LEAs) build support for work-based learning by engaging the community and business organizations. They build a school culture that values work-based learning, provide necessary staff and technological resources, facilitate professional development, and ensure quality practice.

Intermediary organizations, such as chambers of commerce, community-based organizations, or industry associations, may help link employers and schools to support students. They may provide staff who serve multiple schools or the technology to help track and assess placements. They also champion work-based learning, convene stakeholders, and implement communication plans to ensure community support. Such

organizations may have the capacity to augment what schools and districts can do on their own, and are increasingly seen as resources to support scaling work-based learning to serve larger numbers of students and employers.

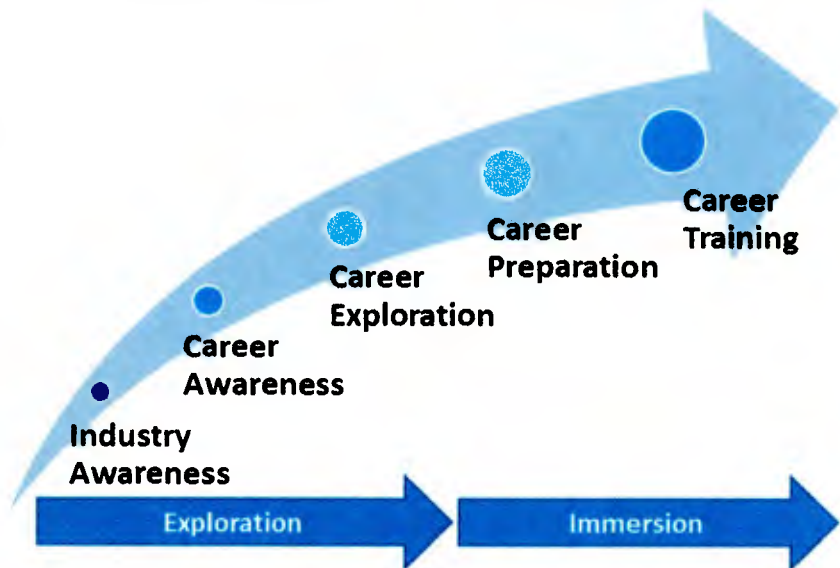
Employers and industry representatives, including community organizations, are the primary providers of experiences for students and teachers. They also provide input to teachers about skills needed in the workplace, and serve as champions for work-based learning with other employers.

Workforce development organizations, including Workforce investment boards, economic development agencies, industry associations, labor organizations, and related regional and local agencies provide up-to-date labor market data and workforce trends. They may also link work-based learning to other community programs and provide additional support to students, such as training or financial assistance.

Introduction to the Work-Based Learning Continuum

When the right local and regional stakeholders are involved from planning to implementation, communities can offer students robust, sequenced WBL experiences. These experiences may begin with broad exploratory activities as early as elementary school, when students are first becoming aware of what adults do in the world around them. Over time, these experiences become more customized and specific to the interests and needs of the students. Ultimately, more students will have the opportunity to participate in and benefit from high-level, capstone WBL experiences such as internships and apprenticeships that prepare students for postsecondary degrees and employment.

This policy guide provides the expectations for WBL programs and related policies to help districts develop robust local plans in collaboration with local and regional stakeholders that best serve their students. Various types of work-based learning can be used or customized to help students advance in their knowledge and skill development. When done well, each experience is differentiated to meet students where they are and help them take active steps toward their successful future.



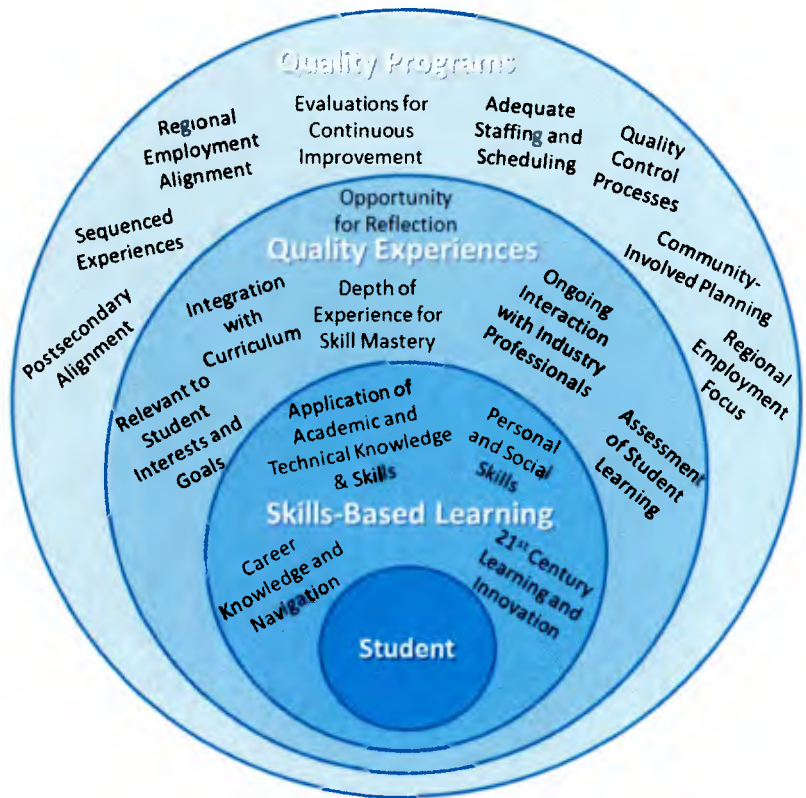
BUILDING QUALITY WORK-BASED LEARNING PROGRAMS

For more Tennessee students to successfully learn and model professional work expectations and behaviors, quality WBL programs must support experiences that foster skills-based learning. WBL experiences and programs must align with the Work-Based Learning Framework of the state board as outlined in High School Policy 2.103. The diagram to the right outlines the layers of support needed to ensure quality WBL programs.

Skills-Based Student Learning

Work-based learning in Tennessee — from participation in career fairs to internships — will help students meet both academic and workplace standards. Tennessee teachers, administrators, counselors, and industry partners worked with the department to identify key employability skills that students can and should learn through WBL experiences. As a result, students participating in WBL experiences will have a Personalized Learning Plan that addresses skills in the following categories:

- 1) Application of Academic Knowledge and Skills
- 2) Application of Industry-Focused Knowledge and Technical Skills
- 3) Career Knowledge and Navigation Skills
- 4) 21st Century Learning and Innovation Skills
- 5) Personal and Social Skills



Quality Work-Based Learning Experiences

To help students learn these skills, experiences must be of high quality. High-quality experiences are defined as having the following characteristics:

- 1) a **purposeful focus** on applied learning in preparation for postsecondary education and careers;
- 2) **learning outcomes** as the driver for designing experiences and learning plans;
- 3) **relevance** to student interests, their high school Plan of Study, and learning goals;
- 4) **integration** with curriculum or connection to related instruction;
- 5) sufficient **variety** to provide exposure to multiple career options;
- 6) sufficient **depth** to allow for employability skill development and professional community engagement;
- 7) ongoing **interaction** with professionals from industry and the community;

- 8) close **supervision** from both teachers and employers;
- 9) opportunities for **reflection** and analysis;
- 10) **assessment** of student learning that is aligned with industry-specific expectations;
- 11) **alignment** with postsecondary and career opportunities regionally; and
- 12) **documentation of student learning** through the development of artifacts and portfolios.

Quality Work-Based Learning Programs

Structures and systems must be sufficient to support rigorous student experiences. Quality programs provide:

- 1) **sequenced experiences** to ensure preparation and “next steps;”
- 2) **coordination** of services among endorsed teachers, counselors, and the WBL coordinator(s);
- 3) **partnerships** with postsecondary institutions, apprenticeships, and job training programs to facilitate successful transitions beyond high school;
- 4) adequate **staffing** of the work-based learning coordination function;
- 5) a school **schedule** that enables quality work-based learning and supervision;
- 6) **communication materials** to inform employers, students, and parents of opportunities;
- 7) **technology** infrastructure to support placements, orientations, and actual WBL experiences;
- 8) tools, processes and documentation for **quality control** and compliance with legal requirements;
- 9) **community-based advisors** involved in program and experience planning and generating opportunities for students;
- 10) **a culture** that values and supports WBL across the curriculum for all students;
- 11) **regionally-aligned pathways** with community-shared expectations for WBL experiences and learning outcomes; and
- 12) **evaluative measures** that facilitate continuous program improvement.

Work-Based Learning and Tennessee Graduation Requirements

Tennessee graduation requirements include a three credit “elective focus.” Credit-bearing, capstone work-based learning courses may count toward this requirement when the experience aligns with the other courses taken in sequence. Students should use their chosen elective focus and their high school Plan of Study as the basis for their capstone WBL experience.

The *Work-Based Learning: Career Practicum (6105)* course may substitute for level 4 offerings in all CTE programs of study. Students should participate in an aligned CTE program of study and/or other related courses prior to enrolling in this course. When taken with general education courses or electives, WBL experiences must reflect the student’s long-term goals and interests and foster postsecondary and career preparation.

TYPES OF WORK-BASED LEARNING

For advanced work-based learning experiences to have the greatest impact on students, a variety of WBL strategies should be embedded into the student's high school Plan of Study in an intentional progression. In elementary and middle school, students may participate in groups in broad Industry and Career Awareness activities to learn about a variety of opportunities that may appeal to them. To dive deeper into their areas of interest, Career Exploration activities provide more focused experiences in which students take a proactive role in identifying and pursuing relevant career and postsecondary information to shape their long-term goals. Once students have greater career knowledge, they pursue higher-level skills and knowledge that are important in their chosen careers. Career Preparation and Training activities may either be embedded as projects into their courses or exist as credit-bearing experiences when taken through the *Work-Based Learning: Career Practicum* course.

Industry and Career Awareness Activities

Career speakers/industry-in-the-classroom are career awareness activities that provide opportunities for students to learn first-hand about the skills required in various industries or career areas; the career paths taken by those in the field; the tools, materials and equipment used; and the work environment and expectations for performance in various industries.

Field trips and tours are career awareness activities in which classes or small groups of students visit appropriate work sites. These activities are supervised and designed for students to explore a variety of jobs.

Career fairs are career awareness opportunities for larger groups of students that may be organized by schools and employers to introduce students to opportunities within an industry or in multiple industries.

Career Exploration Activities

Career mentoring is a career exploration activity in which the student is matched with an adult professional in a chosen field of interest to explore careers, postsecondary options, industry expectations, and employability skills. The career mentor serves as a resource by sharing insights and providing guidance about the workplace, careers, and education. Students benefit from regular contact with a knowledgeable and supportive adult outside of the classroom and school environment.

Informational interviewing is a career exploration activity in which the student makes contact with a business/industry representative for a telephone or in-person interview, lasting approximately 15 minutes to an hour. The student prepares questions in advance to explore opportunities in a given career area or occupation, the skills and education required for entry and success, the long-term growth potential, and, often, the career path taken by the representative prior to arriving at his/her current position. Informational interviewing benefits students by giving them direct contact with an employer, offering them an opportunity to practice their interview skills, display their interest, and gather valuable information.

Job shadowing is a career exploration activity in which students observe the workday of a professional, interact with clients or customers, and attend meetings or other appointments. Job shadows are designed to help students explore a field of interest while developing research skills and building occupational knowledge through a facilitated, active learning process.

Types of Work-Based Learning				
	Industry and Career Awareness Experiences	Career Exploration Experiences	Career Preparation and Training Experiences	
Purpose	Building awareness of options and skills needed	Encouraging self-knowledge and agency	Enabling situated learning and mastery through immersion and practice, culminating in attainment of marketable skills and preparation for further education	
Definition	School-directed experiences with industry involvement focused on exposing students to a broad range of industries and the career opportunities within them.	Student-driven experiences with professionals that allow students to learn about specific areas of interest.	<i>Embedded:</i> Students are immersed in a classroom-based experience as part of a CTE or general education class, where they learn through in-depth project-based learning and industry involvement. Experiences enhance curriculum, align with student interests, reinforce employability skills, and simulate professional working environments.	<i>Credit-bearing:</i> Students earn high school credit for meeting WBL course standards through industry-directed experiences. Primarily occurring in a professional workplace, students experience professional working environments that align with their Plan of Study (SBE High School Policy 2.103). Classroom facilitation supports learning to prepare students for employment and further education.
Embedded or Credit-Bearing Strategies	Activities are embedded into CTE or general education classes to enhance curriculum and differentiate instruction.	Activities are embedded into CTE or general education classes to enhance curriculum and differentiate instruction.	Activities are embedded into CTE or general education classes to enhance curriculum and differentiate instruction.	Students enroll in WBL courses and participate in WBL activities to meet course standards.
Grades Targeted	Elementary/middle school through 9 th grade and ongoing	Middle school through 11 th grade and ongoing	11 th grade through early postsecondary and ongoing	11 th grade through early postsecondary and ongoing
Sample Activities*	<ul style="list-style-type: none"> • Career fairs • Career speakers and industry-in-the-classroom • Field trips and tours 	<ul style="list-style-type: none"> • Career mentoring • Informational interviewing • Job shadowing • Participation In <i>Career Exploration</i> class • Service-learning projects–embedded in <i>Service-Learning</i> class 	<ul style="list-style-type: none"> • Career-related student competitions • Industry-driven project based learning • Social enterprises for learning • Research and development experiences • Technical mentoring • School-based enterprise • Service-learning projects 	<ul style="list-style-type: none"> • Apprenticeships (registered)-embedded in <i>WBL: Career Practicum</i> class • Cooperative education (co-op)-embedded in <i>WBL: Career Practicum</i> class • Health science clinical experiences –embedded in <i>Clinical Internship or Nursing Education</i> class • Internships–embedded in <i>WBL: Career Practicum</i> class • School-based enterprise or social enterprises for learning–embedded in <i>WBL: Career Practicum</i> class

*Sample student activities are provided as examples and should be customized to meet the learning objectives of the students involved. They are not restricted to one category unless they are credit-bearing.

Career Preparation and Training Activities

In these activities, students are immersed in an experience and learn by doing. Activities that reinforce student skills at this level can either be embedded into existing courses or stand alone as a credit-bearing experience.

Embedded Activities: Non-credit bearing work-based learning activities may be embedded into existing courses or the school day and should be used by the LEA to:

- facilitate the development and updating of the student's Plan of Study;
- promote postsecondary and career awareness;
- prepare students for increasingly independent work-based learning experiences; and
- provide students with a valuable professional skill set and documented evidence of their abilities.

Career-related student competitions are activities that require students to demonstrate mastery of career-related skills through juried presentations or competitions. Presentations represent culminations of student effort, often conducted through teams. Career and technical student organizations (CTSOs) and programs such as "Project Lead the Way" sponsor such competitions for students. For more information about CTSOs please visit the Tennessee Department of Education website.

Industry-driven project-based learning provides complex, multi-week projects implemented in classrooms with ongoing, technical input from industry representatives to ensure the projects are producing results that meet industry standards. The regular presence of industry representatives provides a culture of high expectations in the classrooms and allows industry to impart workplace norms and knowledge to the students in addition to technical skills. Industry-driven projects are enhanced further when the classrooms are designed as simulated industry "laboratories." These experiences offer an important form of work-based learning when students do not otherwise have access to actual workplaces. This strategy can be used for credit through the Career Practicum course.

Social enterprises for learning (SEfL)¹ are similar to school-based enterprises, but focus on social rather than commercial activity. As in school-based enterprises, students in SEfLs create real products or services for real "customers" or clients, which could range from plans for new community facilities to energy audits in local schools. To the extent possible, students initiate, plan, design, and manage their own projects, and often begin with community needs assessments. SEfLs can be either group or individual projects. All parties, including teachers, employers, and community agencies contribute to the students' learning. This strategy can be used for credit through the Career Practicum course.

Research and development (R&D) experiences allow students to participate in research and development teams through grant-funded projects at local colleges and universities. Students perform tasks similar to those of college-level research assistants, carrying out tasks appropriate to their level of skill and

¹ Dr. David Stern and Dr. Deborah McKoy, in coining the term "social enterprises for learning" place SEfLs as learning experiences at the nexus of educational, social, and economic sectors, in contrast to service-learning, which spans education and social sectors, and more traditional work-based learning or school-based enterprises, which span education and economic sectors. For more information see Stern, D. (2002). *The Seventh Sector: Social Enterprise for Learning in the United States*, in Istance, D., Schuetze, H. G., and Schuller, T. (eds), *International Perspectives on Lifelong Learning: From Recurrent Education to the Learning Society* (pp. 91-104). Buckingham, UK: Open University Press.

knowledge. Students may be paid stipends and reap the additional benefits of direct exposure to a college campus, professors, college students, and a real research project.

Technical mentoring² offers direct, systematic outside professional input in students' actual work products. It may occur in the workplace as part of an internship or in a classroom. It may also occur through videoconferencing or web-based applications. The use of electronic means to connect professionals and students enables more students to have access to real input from professionals.

Credit-Bearing Experiences: The following experiences may be offered for high school credit when WBL course standards are met. WBL classes allow students to earn high school credit for select work-based learning experiences when they meet the course standards. These experiences 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. Through the Career Practicum course, teachers may facilitate various forms of WBL experiences which are differentiated to meet the needs of the individual student and aligned with course standards. These experiences may be offered at the discretion of the LEA:

Apprenticeship programs (registered) meet specific federally-approved standards designed to safeguard the welfare of apprentices. These programs are registered with the Bureau of Apprenticeship and Training, United States Department of Labor. Apprenticeships are relationships between an employer and an employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations. Students may receive credit through the Career Practicum course when they meet the course standards through a combination of classroom-based and work-based experiences. Placements are dependent on the student's goals and their aligned CTE program of study.

Cooperative education (Co-op) is a structured method of instruction whereby students coordinate their studies with a paid job in a field related to their academic or career and technical education course. Instruction is based on written learning and safety training plans agreed to by the school and employer. Students may receive credit through the Career Practicum course when they meet the course standards through a combination of classroom-based and work-based experiences. Placements are dependent on the student's goals and high school Plan of Study.

Health science clinicals are school-based or work-based placements in the health science area in which students are taught academic and occupational skills from school or employee instructors who supervise and evaluate their work. Students successfully completing a clinical experience program may qualify for industry certification and/or receive credits that may be applied toward a professional degree. Students may receive credit through the *Clinical Internship* or *Nursing Education* course when they meet the course standards through a combination of classroom-based and work-based experiences. Placements are dependent on the student's goals and their aligned CTE program of study.

² This is a constructed work-based learning type, as identified in Darche, S., Nayar, N., & Bracco, K. (2009). *Work-based learning in California: Opportunities and models for expansion*. San Francisco: The James Irvine Foundation.

Internships enable students to work for an employer for a limited period of time to learn about a particular industry or occupation. These experiences are intended to provide students with a learning opportunity of value to the student. Internships are closely defined by the Fair Labor Standards Act and may be unpaid when it is clear that the experience is an extension of the student's learning. All federal laws apply to Tennessee internships. Students may receive credit through the Career Practicum course when they meet the course standards through a combination of classroom-based and work-based experiences. Placements are dependent on the student's goals and high school Plan of Study.

School-based enterprise is an experience in which students, as part of their school program, produce goods and services. School-based enterprises involve students in the management of a business that may involve the sale of goods for use by others. They involve students in all aspects of the business to the extent practical. They may be conducted on or off the school site but must be a part of the student's regular school program. Examples of school-based enterprises include a greenhouse nursery managed by an agriculture class, a bookstore managed by an entrepreneurship class, or a school day-care managed by an education and training class. School-based enterprise may be used as an embedded strategy or as a credit-bearing experience when the student is enrolled in the Career Practicum course and meets the course standards. Placements are dependent on the student's goals and high school Plan of Study.

Service-learning combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility. The community also benefits by having a local need addressed. The service-learning strategy may be embedded into other classes in the form of short-term projects. Students may also receive credit through the *Service-Learning* course when they meet the course standards. Placements are dependent on the student's goals and high school Plan of Study.

Transition activities (paid or non-paid) are designed to facilitate community-based instruction, employment experiences and socialization skills for the student with moderate to severe disabilities. The transition WBL method includes both paid and non-paid training activities for both credit and/or completion of the Individualized Education Program (IEP) goals and objectives. Students may receive credit through the *WBL: Special Education Transition (6107)* course when an IEP team determines that another capstone WBL course, such as *WBL: Career Practicum (6105)*, with appropriate accommodations and modifications is not the student's least restrictive environment.

TENNESSEE DEPARTMENT OF EDUCATION GENERAL POLICIES

The following establishes the Tennessee Department of Education (TDOE) policies for the implementation of credit-bearing work-based learning experiences. The policies set forth by the TDOE are aligned with guidelines established by:

- Tennessee General Assembly (T.C.A. § 49-11-101),
- Tennessee State Board of Education Rule (Rule 0520-01-03-.06. (2) (b) 3)
- Tennessee State Board of Education's WBL Framework (High School Policy 2.103)

Credit-bearing work-based learning activities enable students to set goals for their skill development, practice and demonstrate the employability skills that are most valued by employers and postsecondary institutions, and compile a portfolio of work samples and references that serve as evidence of their abilities. The policies address stand-alone credit-bearing experiences such as, but not limited to, apprenticeships, clinicals, practicums, service-learning courses, and supervised agriculture experience.

While local boards of education may establish more stringent eligibility requirements for students participating in WBL experiences, at the minimum they must comply with the policies of the TDOE, provided that they do not infringe upon state or federal regulations pertaining to labor, education, or equality.

General Policies for Credit-Bearing Work-Based Learning

The following policies establish minimum general requirements for any credit-bearing work-based learning opportunity.

Relation to Student's High School Plan of Study and Graduation Requirements

1. Capstone WBL experiences and training must be aligned with the student's area of elective focus and updated Plan of Study (as required in state board high school policy), equate to a full time equivalent credit, meet the standards of the Career Practicum or other WBL course in which they are enrolled, and facilitate intentional progress toward the attainment of knowledge and skills necessary to pursue the student's postsecondary and career goals.
2. Participating students must be on track to meet the requirements for graduation as adopted by the state board and may earn WBL credit over the summer term as long as all WBL program requirements are met.
3. The capstone WBL course, *Work-Based Learning: Career Practicum (6105)*, may be used as the fourth course in any CTE Program of Study and may count toward a student's area of elective focus. Students in capstone WBL experiences should earn credit through the *WBL: Career Practicum (6105)* course or another appropriate WBL clinical or practicum course.
4. Introductory WBL courses, including but not limited to *Career Exploration (6166)*, are intended for general education purposes and, as such, shall not count toward a student's CTE Program of Study or area of elective focus.

Access, Attendance, and Restrictions on Hours

5. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of, or in connection with, any WBL program on the basis of race, color, religion, sex, national origin, age, disability, political affiliation, or belief (SBE Policy 3.203).
6. Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and consistent with the WBL Policy and Implementation Guides before beginning a WBL experience (SBE High School Policy 2.103).
7. Time spent at the WBL placement for credit may be considered school enrollment time, provided the student is in attendance for at least half of the state minimum school day. The time of day actually attributed to WBL is immaterial (i.e., 1 p.m. to 3 p.m. should be treated the same as 7 p.m. to 9 p.m.) (TDOE Student Membership and Attendance Procedures Manual).
8. Students must be assigned to a trained and certified WBL coordinator to ensure appropriate placement, meet all legal requirements, provide all required documentation and reporting, and attest required data.
9. Students 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. A student's Individualized Education Program (IEP) shall also address work-based learning attendance expectations where necessary.
10. The WBL experience shall not be detrimental to the student's health, well-being, or progress in school. Hours worked — whether paid or unpaid — shall be monitored by a certified WBL coordinator to ensure the best interest of the student and shall align with all requirements of the Tennessee Child Labor Act.
11. The LEA has the authority to allow credit-bearing experiences that occur outside the school day or over the summer to best meet the needs of their students and teachers, provided that all WBL course standards and program requirements are met.
12. Supervision of students with disabilities shall be considered along a continuum of services.

Credit and Compensation

13. Students who are 16 years or older may participate in capstone WBL placements for credit. Up to two academic WBL credits may be earned per year, including the summer term but excluding extended school year.
14. The workplace mentor will employ and compensate student learners in conformity with federal, state and local laws and regulations and in a manner not resulting in exploitation of the student learner for private gain (Reference: Fair Labor Standards Act, Tennessee Wage Regulation Act).
15. No employer shall discriminate between employees in the same establishment on the basis of sex by paying any employee salary or wage rates less than he pays to any employee of opposite sex for comparable skill, effort, and responsibility, and which are performed under similar working conditions (T.C.A. § 50-2-202).

Worker's Compensation, Workplace Safety, and Labor Laws

16. WBL placements shall align with all applicable state and federal labor laws. WBL coordinators are responsible for ensuring conformity with applicable laws relating to Worker's Compensation, Workplace Safety, and Child Labor Laws as they are provided on the Tennessee Department of Labor and Workforce Development's website. Applicable Tennessee labor laws include, but are not limited to:
 - o Employment of Illegal Aliens Act
 - o Child Labor Act
 - o Lawful Employment Act
 - o Non-Smoker Protection Act
 - o Wage Regulation Act
17. Students who are 16 or 17 years of age or older and are employed as a student learner as a part of a WBL program, must be employed under a written Work-Based Learning Training Agreement consistent with T.C.A. § 50-5-107. A copy of this completed form must be kept in the employer's personnel file at the workplace as well as at the school with the WBL coordinator for the duration of the placement. Completed forms must be maintained by the school and/or district for five (5) years after placement or seven (7) years after health science placements. A copy of this form is provided on the TDOE website.
18. Students who are 16 or 17 years of age or older and are employed as a student learner as a part of a WBL program, must have a copy of proof of age in the employer's personnel file at the workplace as consistent with T.C.A. § 50-5-109 and the WBL coordinator must also have a copy on file at the school.
19. Students who are 16 or 17 years of age or older and are employed as a student learner as a part of a WBL program, are covered by their employer's workers' compensation insurance. If the business has five (5) or fewer employees and does not carry workers' compensation, the student must obtain or provide proof of additional insurance coverage to protect them during their employment. The WBL coordinator must have this insurance information on file at the school. Students enrolled in health science clinical or nursing education placements may also be required to obtain and carry individual or blanket malpractice insurance.
20. Duties of employers of minors may be found in T.C.A. § 50-5-111.

Safety

21. Student placements must provide adequate and safe equipment and a safe and healthful workplace in conformity with all health and safety standards of federal and state law. All placements must follow federal and state child labor laws set forth in T.C.A. § 50-5.
22. Students participating in WBL for credit who are 16 years of age or older and are considered an employee of the business as defined by labor law must maintain an up-to-date Safety Training Log on file with the business that outlines the safety training topics addressed to date, the name of the trainer, and the date the training was delivered as consistent with Tennessee Child Labor Law. An up-to-date copy must be kept on file at the school and be accessible to the WBL coordinator. Completed forms

must be maintained by the school and/or district for five (5) years after placement or seven (7) years after health science placements. A copy of this form is provided on the TDOE website.

23. Local school districts are responsible for ensuring that individual placements meet the labor requirements laid out in T.C.A. § 50-5-106 and 107. Tennessee Code Annotated does not allow a student under eighteen (18) to be employed in any occupations that involve driving a motor vehicle (with the exception of agriculture), to take orders for or serve intoxicating beverages, to engage in occupations that are declared to be hazardous, or to engage in "youth peddling"/door-to-door sales.
24. For placements that fall within CTE career clusters and programs of study that pose additional safety concerns or have highly specialized requirements (Health Science; Construction; Advanced Manufacturing; Transportation; and Law and Public Safety, Corrections & Security), a CTE teacher with the related endorsement must participate and provide adequate input on the following required WBL components:
 - the identification of safe work sites;
 - the approval of appropriate student goals as they relate to technical and academic application of skills within their area of expertise;
 - any Hazardous Occupation placements (as outlined in T.C.A. § 50-5-107);
 - the development of appropriate safety training plans and their delivery;
 - the conducting of at least one site visit per term; and
 - the review of portfolio products as appropriate.
25. A certified WBL coordinator may assist the teacher of record for level 4 CTE practicum courses that relate to specific CTE programs of study by signing required paperwork as the "WBL coordinator" to ensure all WBL requirements are met for workplace-based student placements offered through each practicum course. The WBL coordinator is not required to be the teacher of record if up to five (5) or no more than thirty percent of the class are in workplace-based student placements—whichever number is higher. When more students are being placed in workplace settings through a CTE practicum course, the teacher of record should be a certified WBL coordinator.
26. Students may only work in a licensed business for capstone WBL credit (except in certain agriculture placements, through the Supervised Agricultural Experience (SAE) course, or through a school-based enterprise).
27. Students may not work in jobs in which blood-borne pathogens may be present unless they have been offered the hepatitis series injections and passed the Universal Precautions/Blood-borne Pathogens Test with 100 percent accuracy (OSHA Standards). Such placements must be aligned to one of the following appropriate CTE programs of study: Early Childhood Education Careers, Teaching as a Profession, or any health science program of study. This policy does not apply to students in the Veterinary and Animal Science program of study.
28. Placements are prohibited that meet either the federal government's definition of a hazardous occupation for minors or that are listed as prohibited employment for minors in T.C.A. § 50-5-106, whichever is more restrictive. The only exceptions to Tennessee prohibited employment are outlined in T.C.A. § 50-5-107.

- According to T.C.A. § 50-5-107 (11), “a student may be exempt from prohibited employment for minors as outlined in T.C.A. § 50-5-106 who is 16 or 17 years of age and is a student learner enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school. The student learner must be employed under a written agreement a copy of which must be retained by the employer in the employer’s personnel records.”
- The TDOE form for Hazardous Employment of Student Learners must document student placements that meet these criteria. Completed forms must be maintained by the school and/or district for five (5) years after placement or seven (7) years after health science placements, when applicable.

Conformity with Collective Bargaining Agreements and Other Labor Laws at the Work Site

29. No WBL program shall impair existing contracts for services or collective bargaining agreements. Any WBL program that would be inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved.
30. Students may not be placed in or accept paid or unpaid WBL that displaces any currently employed worker (including a partial displacement, such as a reduction in the number of hours of non-overtime work, wages, or employment benefits). (United States Department of Labor, Wage and Hour Division, Fact Sheet #71, <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>)

Documentation and Accountability

31. Districts and schools must document credit-bearing WBL experiences and standard attainment, collecting and submitting data on both activities and assessment results, as appropriate. Documentation will provide sufficient information to determine the value of these experiences to students and employers and to inform program improvements, but will fall within reasonable data-collection resource demands.
32. WBL experiences awarding CTE elective credit or credits must be reported and attested in the CTE data management system for compliance under Perkins IV. Enrollment, standard attainment, and credits awarded will be tracked and submitted.
33. Students exempt from prohibited employment must be employed under a written agreement that meets the requirements outlined in T.C.A. § 50-5-107 (11) and as referenced under General Policies-Safety in this policy guide.

Implementation Policies for WBL Programs

The following policies pertain to program implementation, and reference state board policies as appropriate.

Preparation for Credit-Bearing WBL Experiences

34. **Career Assessment, Advising and Planning.** Students will have access to career assessment and counseling services prior to and during WBL experiences to ensure the placement is aligned to help students progress toward their academic and career goals. Participation in WBL will be informed by students' career interest inventories, aligned to the student's chosen area of elective focus, and supported through the courses identified by their plan of focused, purposeful high school study as defined by SBE High School Policy 2.103.
35. **Intensive Experiences within a Continuum of Experiences.** To the extent possible, students will participate in Industry and Career Awareness as well as Career Exploration WBL experiences before participating in Capstone WBL experiences (at the Career Preparation and Training levels on the WBL continuum). Students shall document previous experiences in their portfolio and/or their Personalized Learning Plan and reflect on how past experiences shaped their views and/or goals.
36. **Demonstrated Readiness.** Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and consistent with the WBL Policy Guide before beginning a WBL experience. Interviews and/or pre-assessments may be used to determine a student's readiness for a placement. Recommendations for assessing readiness skills may be found in the WBL Implementation Guide. (SBE High School Policy 2.103)

During Implementation of Intensive WBL Experiences

37. **Development of Learning Plans.** Personalized Learning Plans will address applicable employability skills that include, but are not limited to, (a) the application of academic and technical knowledge and skills, (b) career knowledge and navigation skills, (c) 21st Century learning and innovation skills, and (d) personal and social skills (SBE High School Policy 2.103). The student's learning plan will include safety trainings appropriate to the WBL experience as covered by a teacher, the workplace mentor, or both. The learning plan must consist of the following components:
 - Students will develop goals for how to meet each of the WBL course standards through their class and/or placement. This plan will be developed with appropriate guidance from the WBL coordinator, the content endorsed teacher where necessary, and the workplace mentor as appropriate.
 - The learning plan must take into account the student's required high school Plan of Study, CTE program of study or area of elective focus, and long term academic and career goals to ensure appropriateness of placement.
 - The Training Agreement will establish the contact information for the student's appointed workplace mentor, the WBL coordinator, the intermediary where appropriate, and include input and signoff from a content endorsed teacher as appropriate (see General Policies- Worker's Compensation, Workplace Safety, and Labor Laws).
38. **Delivery of Safety Training.** A site-appropriate Safety Training Log is completed in detail with input and verifying signature from the student, the WBL coordinator, and the workplace mentor prior to the start

of the placement. A content endorsed teacher must also provide input and signoff as appropriate. The Safety Training Log shall be updated as appropriate and copies kept on site at the school and worksite and shall comply with Department of Labor and Workforce Development regulations for the employment of minors (see General Policies-Safety).

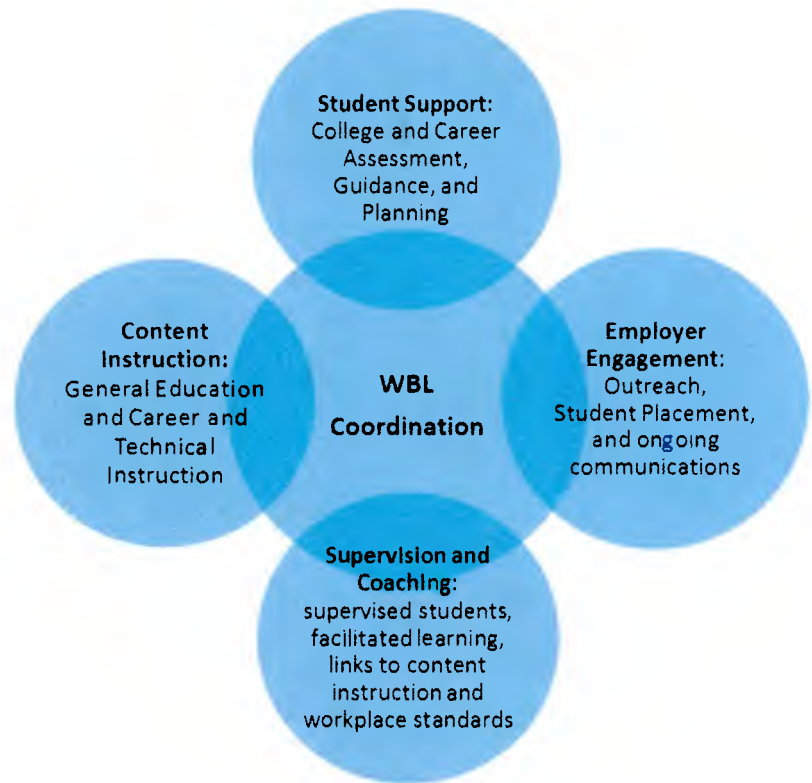
39. **Safety Training at the Worksite.** Students participating in WBL experiences at a worksite for credit will be provided with job specific safety training at the work site. Safety training provided at the work site will be added to the student's Safety Training Log. An up-to-date record of safety training will be maintained in the employer's personnel file at the workplace as well as at the school. All federal and state labor laws will be observed.
40. **Skill Development and Demonstration.** Students will demonstrate their skill and knowledge attainment through the development of artifacts and portfolios that may include, but are not limited to: work products, employer evaluations, original research, reflections, and presentations. The portfolio will be used to document attainment of WBL course standards and learning objectives set in the student's Personalized Learning Plan. More information is provided in the Career Practicum (6105) course document and the WBL Implementation Guide (SBE High School Policy 2.103).
41. **Monitoring of Experiences by Teachers.** Adequate supervision must be provided by a school-employed WBL coordinator and/or a dedicated content endorsed teacher. A site visit must be conducted at least once every grading period. Supervision provided must be adequate to meet the needs of the students and their learning objectives. Teachers must speak with the workplace mentor to ascertain progress toward learning objectives and any additional support needed. A content endorsed teacher must also conduct at least one site visit per term when appropriate, as listed in General Policies-Safety.
42. **Supervision by Workplace Mentors.** A workplace mentor will be identified to supervise each student. Employers overseeing groups of students will also identify a primary workplace mentor to facilitate communication with the WBL coordinator. Supervision must be adequate to meet the needs of the students and their learning objectives. To the extent possible, students will have the opportunity to speak with the supervisor, participate in staff meetings and other workplace functions, and speak with and/or shadow staff in other departments of the organization (SBE High School Policy 2.103).

After the Experience

43. **Portfolio Review and Student Assessment.** Students will demonstrate their skill and knowledge attainment through the development of artifacts and portfolios that may include, but are not limited to: work products, employer evaluations, original research, reflections, and presentations as outlined in the WBL Implementation Guide. The portfolio will be used to document attainment of WBL course standards and learning objectives set in the student's Personalized Learning Plan. An endorsed CTE teacher must also provide input and signoff when appropriate for gauging technical skill attainment. Additional information may be found in the WBL Implementation Guide.
44. **Evaluation of Program Quality.** Local boards of education will adopt a process for evaluation and assessment to ensure work-based learning experiences are of high quality for the student. Recommended evaluation tools are provided in the WBL Implementation Guide (SBE High School Policy 2.103).

ROLES AND RESPONSIBILITIES FOR WBL PROGRAM MANAGEMENT

Numerous people at a school, in the community, and at the worksite play critical roles in ensuring that students experience high-quality and safe work-based learning experiences. Some roles can be distributed among various personnel and organizations. The LEA is responsible for ensuring that all these requirements are met and that responsibilities are clearly understood and articulated. Work-based learning Coordinators designated by the LEA are responsible for carrying out or facilitating the work-based learning functions. LEAs may also designate content endorsed teachers to embed WBL strategies into course content or intermediary organizations to carry out some critical WBL functions, in which case a memorandum of understanding is required to specify how responsibilities will be shared.



Work-Based Learning Coordinator

The WBL coordinator is a school-based employee who is the primary point of contact for all work-based learning functions at the school or district. This position plays two critical roles:

- 1) Serves as teacher of record for capstone WBL courses offering workplace-based placements
- 2) Oversees work-based learning coordination in collaboration with other instructors and administrators

Teacher of Record for Capstone WBL Courses. Only properly endorsed certified WBL coordinators may offer capstone WBL courses for credit through the following courses when workplace-based experiences are offered: *WBL: Transitions (6107)*, *Nursing Education (6000)*, *Clinical Internship (5993)*, and *WBL: Career Practicum (6105)*. For all other capstone CTE practicum courses that allow workplace-based student placements, a school or district may choose to have a WBL coordinator partner with the endorsed teacher of record to share and/or divide responsibilities. The WBL coordinator is not required to be the teacher of record if up to five (5) or no more than thirty percent of the class are in workplace-based student placements—whichever is higher. Otherwise, the teacher of record must be WBL certified to offer workplace-based capstone placements through CTE practicum courses (see General Policy #25).

Work-Based Learning Coordination. All required components of a high quality work-based learning program or district-wide system are coordinated through one (or more) designated WBL coordinator(s) who serves as the primary point of communication at the school or district for all other stakeholders. The WBL coordinator shall manage the work-based learning program and is ultimately responsible for ensuring that all components of the WBL Framework are met as outlined in High School Policy 2.103. These responsibilities include:

- I. Structure of the Program:
 - a. Align WBL opportunities that build upon students' prior experiences
 - b. Confer high school credit when WBL course standards are met
 - c. Report on activities, placements, and standard attainment
 - d. Observe and enforce all applicable federal and state labor laws
- II. Coordination of the Program:
 - a. Coordinate and communicate regularly with content endorsed teachers, counselors and industry partners to ensure quality placements and learning experiences
 - b. Seek involvement as needed from content endorsed teachers where appropriate
 - c. Recruit appropriate work sites
 - d. Place students in appropriate and safe learning environments
 - e. Provide and keep copies of all required documentation related to student work, safety training, and job placements as outlined in the WBL Implementation Guide
- III. Supervision of Students
 - a. Supervise and provide adequate monitoring of student activities
 - b. Identify and communicate adequately with the designated workplace mentor/supervisor
- IV. Development of Personalized Learning Plans:
 - a. Collaborate with counselors and content endorsed teachers as appropriate to ensure that student experiences align with the student's goals and high school Plan of Study and reinforce classroom instruction
 - b. Develop Personalized Learning Plans to address WBL standards, including employer input and employability skills in the following areas:
 - i. Application of academic and technical knowledge and skills
 - ii. Career knowledge and navigation skills
 - iii. 21st Century learning and innovation skills
 - iv. Personal and social skills
 - c. Document required Personalized Learning Plan information through the WBL Student Placement Portal, as required
- V. Student Assessment Using Multiple Measures
 - a. Ensure that students exhibit work readiness attitudes and skills consistent with expectations of the employer prior to beginning a WBL experience
 - b. Facilitate the development of formative and summative assessments that may take the form of artifacts and/or a portfolio of collected work to demonstrate employability skills outlined in (IV)
 - c. Administer student assessments and collect assessment results from employers and students
- VI. Evaluation of Program Quality
 - a. Implement locally-adopted evaluation to ensure quality WBL experiences for the students (recommended evaluation tools are provided in the WBL Implementation Guide)
 - b. Provide evaluation results to school and/or district leadership for continuous improvement

Shared WBL Responsibilities

WBL responsibilities may be shared among school staff provided that all teachers offering a capstone WBL course for credit hold an active WBL certificate from the TDOE. Intermediaries may also share responsibilities as appropriate when an active MOU is on file to document the clear delineation of roles.

Shared roles include the following:

- **Student guidance and planning.** Support, including career assessment and development of the students' plans of study may be shared with counselors and augmented by community-based organizations.
- **Employer engagement.** Employer engagement may be carried out by a "placement coordinator" at the school, or an intermediary organization, such as a community-based organization, chamber of commerce or workforce investment board, in which case appropriate MOUs must be in place, as described below under *"Intermediary Engagement to Fulfill Key Responsibilities."*
- **Embedded WBL strategies.** Some WBL experiences may be supervised by content endorsed teachers who are not certified WBL coordinators, but who may use embedded WBL teaching strategies to reinforce course content in their classrooms. Activities pertaining to Industry and Career Awareness or Career Exploration are generally referred to as "embedded" WBL experiences and may include, but are not limited to, career fairs, field trips, industry tours and job shadowing. Content endorsed teachers may be any qualified teacher as determined by the LEA and must partner with a WBL coordinator to ensure compliance with WBL Framework requirements as outlined in the state board's High School Policy 2.103.
- **Capstone CTE courses.** When appropriate, a certified WBL coordinator may assist the teacher of record for level 4 CTE practicum courses that relate to specific CTE programs of study by signing required paperwork as the "WBL coordinator" to ensure all WBL requirements are met for workplace-based student placements offered through each practicum course (see General Policy #25). The WBL coordinator is not required to be the teacher of record if up to five (5) or no more than thirty percent of the class are in workplace-based student placements—whichever is higher.
- **Content area expertise.** When applicable, content endorsed teachers may be required to provide assistance in capstone WBL requirements due to their expertise. These requirements are outlined in the General Policies section under *"Safety"* as well as *"Placement and Supervision of Students with Specialized Requirements."*

Placement and Supervision with Specialized Requirements

WBL coordinators may supervise most WBL activities; however, there are exceptions when placements require special attention due to health, safety, or highly specialized skills. These exceptions include the following:

- Students placed in paid or unpaid WBL experiences that require the practice or demonstration of highly specialized skills must have a content endorsed teacher partnered with or serving as the WBL coordinator to ensure student safety and quality learning.
- Students may only be placed in jobs that fall within the following CTE career clusters and programs of study when a content endorsed teacher is partnered with, or serves as, the WBL coordinator: Health Science; Construction; Advanced Manufacturing; Transportation; and Law and Public Safety,

Corrections & Security. For more details, see the requirements as outlined in the General Policies section under “*Safety*.”

- Students may only be placed in health-related jobs involving the care of patients when they provide evidence they have been HIPAA trained.
- Students may only be placed in health-related WBL experiences involving the treatment of patients where blood-borne pathogens may be present when they are supervised by a properly endorsed WBL coordinator and enrolled in a Health Science career cluster course. Students who have already earned an Emergency Medical Responder (EMR) certification or has become a Certified Nursing Assistant (CNA) prior to the start of a the term or semester may participate in a health-related job involving the direct care of patients through the *WBL: Career Practicum (6105)* course when a properly endorsed Health Science instructor signs off as the “Endorsed Teacher” (see General Policy #24).
- Students enrolled in paid and non-paid transition opportunities may only be supervised by a WBL coordinator who holds the appropriate Special Education endorsement.

Intermediary Engagement to Fulfill Key Responsibilities

Some responsibilities may be shared through partnerships with external agencies at the discretion of the LEA. These agencies serve as intermediaries for implementation of work-based learning programs. In such cases, a memorandum of understanding (MOU) is required to document how required services are being provided. The MOU shall address expectations for communication, program alignment, and reporting as needed by all parties, including educators, employers, support organizations, parents and students.

Districts and schools who choose to engage an intermediary to perform essential WBL functions must:

- keep on file an active MOU with intermediaries who serve required functions of WBL programs, when these functions are facilitated by an external agency as opposed to the WBL coordinator;
- document and communicate any goals of the WBL program that relate to employer recruitment, student placement, and WBL program evaluation;
- document and communicate the roles and responsibilities of all invested parties to internal and external stakeholders including the LEA, school leadership, intermediary agencies, the WBL coordinator, endorsed general education and CTE teachers, and Counselors when applicable; and
- provide any documentation to the TDOE to demonstrate compliance with TDOE policies, state and federal Child Labor Laws, and state board rules and policies as requested.

LEA Responsibilities in Scheduling and Facilitating Implementation

LEAs must provide the following to ensure successful WBL coordination:

- WBL coordinators will be provided time during the regular school day to coordinate and supervise students involved in credit-bearing WBL placements.
- Twenty-five (25) is the maximum number of students to be supervised during a supervision period for credit-bearing WBL experiences. WBL coordinators may be scheduled for more than one supervision

period during a semester or year.

- WBL coordinators must be provided time for training and ongoing professional development required to keep their WBL certificate active. As appropriate, teacher job shadows and externships should be allowed as appropriate to remain current with workplace needs, trends, and skill standards.

Training and Certification for WBL Coordinators

WBL coordinators are required to have an active WBL certificate provided by the Tennessee Department of Education for the operation of successful WBL programs. Effective July 1, 2017, the following guidelines govern all credit-bearing WBL experiences and the training required by the WBL coordinator to implement and manage WBL programs:

1. LEAs that must, due to unforeseen circumstances, hire non-WBL trained personnel during the school year or student placement must appeal to the TDOE for an emergency hiring and mentoring procedure. In this situation, the TDOE may provide written approval for a new hire to oversee student WBL placements for up to one semester, or until the next applicable training. Approval must be provided in writing and identify a certified WBL coordinator who serves as a mentor, shares the responsibilities for program compliance, and co-signs all required forms.
2. WBL coordinators must meet the following requirements:
 - have a current and active Tennessee teaching license;
 - hold an appropriate endorsement related to the WBL course to be taught;
 - comply with all WBL training requirements and applicable Child Labor Laws; and
 - provide written verification of non-teaching work experience (paid or unpaid) outside of their role as an educator. If the teacher has an occupational license, the work experience submitted for that application will be accepted as proof upon verification of the occupational license.
3. The TDOE will issue WBL certificates upon final approval of all required training components for WBL certification. The WBL coordinator is responsible for keeping a copy of this certificate and sharing a copy with the school principal or other system-required staff member.
4. LEAs may appoint a qualified teacher with an active teaching license as a content endorsed teacher for assisting the WBL coordinator and overseeing embedded WBL strategies in their curriculum. Content endorsed teachers may oversee school-based capstone WBL experiences so long as they comply with WBL Framework requirements set forth in the state board's High School Policy 2.103.

Recertification and Ongoing Learning for WBL Coordinators

1. Work-based learning certificates shall be updated annually by earning three (3) WBL professional development credits for mastery of content. Teachers will receive confirmation of their credits earned for purposes of tracking and local use.
2. Recertification for WBL coordinators is contingent on meeting all requirements for earning WBL professional development (PD) credits. The TDOE will provide a schedule of WBL professional learning

community (PLC) and PD offerings which may be used to earn credits toward recertification. Regional PLC meetings, shall be offered within each CORE region to ensure access to WBL coordinators. Failure to participate in annual professional development may result in the expiration of a WBL certificate.

3. WBL coordinators are required to be up-to-date each year regarding any changes to statutes, rules or regulations regarding WBL experiences for students. Updates will be made available online by the TDOE and provided to CTE directors, special education directors, and WBL coordinators.

Content Endorsed Teachers

A content endorsed teacher holds the endorsement related to the student's area of elective focus or CTE program of study. A WBL coordinator may rely on a content endorsed teacher to embed WBL strategies into their classrooms to prepare students for capstone WBL experiences. Content endorsed teachers have defined roles for placements that fall within CTE career clusters and programs of study that pose additional safety concerns or have highly specialized requirements (Health Science; Construction; Advanced Manufacturing; Transportation; and Law and Public Safety, Corrections & Security). For more details, see the requirements as outlined in the General Policies section under *"Safety"* as well as *"Placement and Supervision of Students with Specialized Requirements."*

Content endorsed teachers may supervise students participating in embedded or in school-based capstone WBL strategies. These experiences include, but are not limited to, job shadowing, industry tours, mentoring, community-based or volunteer projects, and capstone CTE practicum courses that align to specific CTE programs of study. WBL content endorsed teachers must be partnered with a certified WBL coordinator to ensure compliance with WBL Framework requirements set forth in the state board's High School Policy 2.103.

A content endorsed teacher may receive assistance from a certified WBL coordinator to enable students to access workplace-based capstone WBL experiences through program of study-aligned CTE practicum courses (see General Policy #25). The TDOE will provide materials and resources to assist WBL coordinators and content endorsed teachers in meeting WBL requirements. It is the responsibility of the LEA to train the content endorsed teacher in topics that pertain to the WBL Framework outlined in the state board's High School Policy 2.103 including, but not limited to:

1. complying with relevant labor laws relative to WBL;
2. delivering and documenting appropriate safety trainings;
3. setting expectations for students' academic achievement, behavior, appropriate dress, and attendance;
4. developing Personalized Learning Plans based on the needs of individual students and reporting required information through the WBL Student Placement Portal; and
5. assessing student employability skills using multiple measures that may include, but are not limited to, the assessment of artifacts and employer evaluations and feedback.





Department of
Education

Work-Based
Learning

Work-Based Learning Implementation Guide

Tennessee Department of Education, May 2016

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WBL TOOLBOX: Supplemental materials available in the online WBL Toolbox

INTRODUCTION

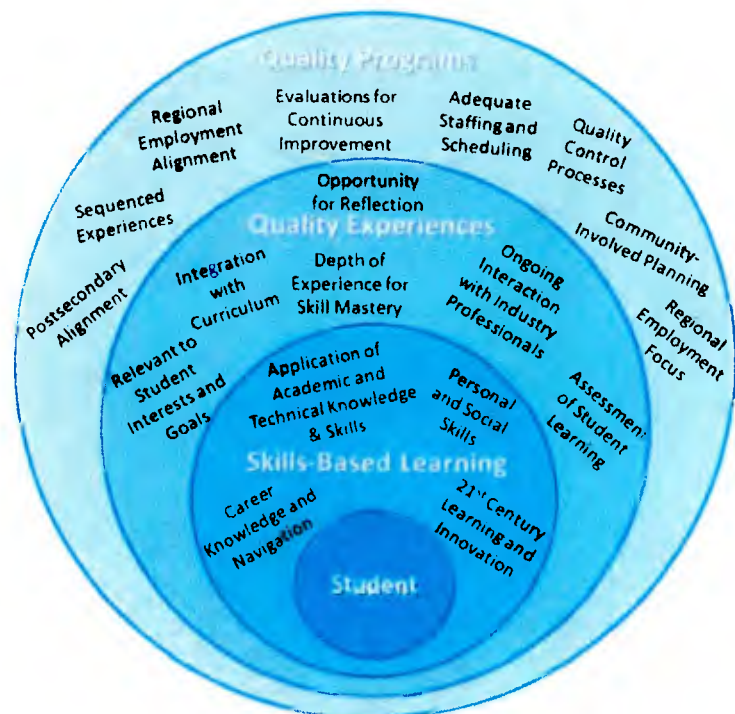
In an increasingly complex global economy, all students must be prepared with intellectual, technical and social skills needed to compete and contribute meaningfully to their communities. For most, this will mean completing some postsecondary education or training; for all, it will mean learning about themselves and the world of work.

This WBL Implementation Guide is required by Tennessee State Board of Education Rule 0520-01-03-.06 and adheres to the WBL Framework established in High School Policy 2.103. It serves to provide supplementary information to the Work-Based Learning (WBL) Policy Guide as well as successful practices beyond what is required by the Policy Guide, and may be used by districts to support outcomes-driven WBL experiences and programs in Tennessee. Local districts are responsible for following the rules and policies of the SBE and the Tennessee Department of Education (TDOE). In addition to rules and policies, in the WBL Policy Guide Local Educational Agencies (LEAs) will find an overview of WBL and descriptions of various types of work-based learning. WBL course documents provide additional information about specific credit-bearing WBL experiences. These three documents — the WBL Policy Guide, the WBL Implementation Guide, and the course documents — together provide the necessary guidance to LEAs for implementing high quality work-based learning in their districts.

BUILDING QUALITY WORK-BASED LEARNING PROGRAMS

For more Tennessee students to successfully learn and model professional work expectations and behaviors, quality WBL programs must support experiences that foster skills-based learning. WBL experiences and programs must align with the Work-Based Learning Framework of the Tennessee State Board of Education as outlined in High School Policy 2.103. The diagram to the right outlines the layers of support needed to ensure quality WBL programs. The following chapter describes three levels of support needed to build quality WBL programs:

1. Skills-Based Student Learning
2. Quality Work-Based Learning Experiences
3. Quality Work-Based Learning Programs



1. Skills-Based Student Learning

Work-based learning in Tennessee — whether participation in career fairs or internships — will help students meet both academic and workplace standards. Tennessee teachers, administrators, counselors, and industry partners worked with the TDOE to identify key employability skills that students can and should learn through WBL experiences. These skills can be introduced and reinforced through all classes and WBL experiences from elementary school onward. By the time they are seniors, students can build on this foundation to model employability skills and professional behaviors, and demonstrate readiness for postsecondary education and careers through portfolios and presentations.

To organize and focus the skill development, students participating in WBL experiences will have a Personalized Learning Plan that addresses employability skills in the following categories:

- 1) Application of Academic and Technical Knowledge and Skills
- 2) Career Knowledge and Navigation Skills
- 3) 21st Century Learning and Innovation Skills
- 4) Personal and Social Skills

Employability skills should be introduced in earlier grades and reinforced as a student's knowledge and skills grow. The **Employability Skills Checklist** reflects skills that were validated by Tennessee teachers, administrators, counselors, and industry partners as the most important skills that can be learned through work-based learning experiences. The checklist can be used to quickly identify which skills that can be introduced and reinforced through various WBL experiences. It also provides teachers with additional clarity regarding which skills are most important to evaluate through WBL experiences. While all WBL experiences should reinforce students' skills from each category, the WBL coordinator and his/her industry partner should determine the expectations for student skill development.

WBL TOOLBOX:

Employability Skills Checklist: A list of the skills Tennessee Industries identified as most important for WBL.

2. Quality Work-Based Learning Experiences

To help students learn these skills, experiences must be of high quality. High quality experiences are defined as having the following characteristics:

- 1) A **purposeful focus** on applied learning in preparation for postsecondary education and careers
- 2) **Learning outcomes** as the driver for designing experiences and Personalized Learning Plans
- 3) **Relevance** to student interests, their plan of study and learning goals
- 4) **Integration** with curriculum or connection to related Instruction
- 5) Sufficient **variety** to provide exposure to multiple career options
- 6) Sufficient **depth** to allow for employability skill development and professional community engagement
- 7) Ongoing **interaction** with professionals from industry and the community
- 8) Close **supervision** from both teachers and employers
- 9) Opportunities for **reflection** and analysis
- 10) **Assessment** of student learning that is aligned with industry-specific expectations
- 11) **Alignment** with postsecondary and career opportunities regionally
- 12) **Documentation of student learning** through the development of artifacts and portfolios

3. Quality Work-Based Learning Programs

Teachers and employers can't do it alone! Structures and systems must be sufficient to support educator and employers in providing rigorous experiences to students. Quality programs provide:

- 1) **Sequenced experiences** to ensure preparation and "next steps"
- 2) **Coordination** of services among supervising teachers, counselors, and the WBL Coordinator(s)
- 3) **Partnerships** with postsecondary institutions, apprenticeships, and job training programs to facilitate successful transitions beyond high school
- 4) Adequate **staffing** of the work-based learning coordination function
- 5) School **schedules** that enable quality work-based learning and supervision

Example of a Quality Credit-Bearing Experience:

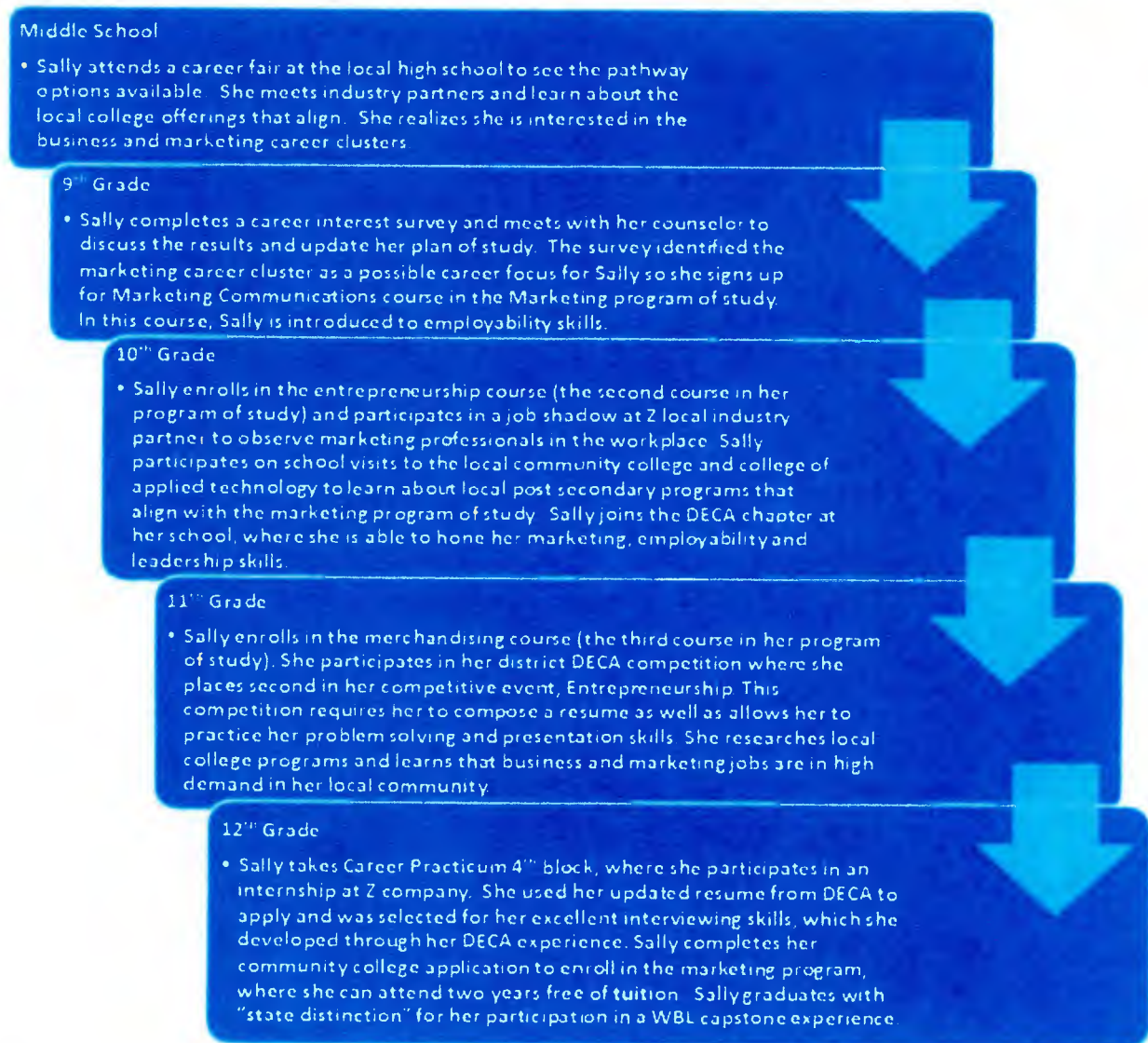
During his senior year, a student applies for a job at the local bank where he is able to apply the employability skills he learned through his business and finance CTE pathway. In addition to applying math skills, he is able to apply and demonstrate professionalism, ethics, and interpersonal skills, among others, and earn high school credit for graduation.

Example of a Quality WBL Program:

During the summer following her junior year a student applies for and secures an internship with an architecture firm. Her counselor recommended this WBL experience based on her interests and her talent for geometry and design. The student's professionalism and technology literacy, learned through her CTE class and SkillsUSA, made her a great candidate. By meeting the standards for the Work-Based Learning: Career Practicum course, the student earns high school credit over the summer and secures a letter of recommendation from her employer.

- 6) **Communication materials** to inform employers, students and parents of opportunities
- 7) **Technology** infrastructure to support placements, orientations, and actual WBL experiences
- 8) Tools, processes and documentation for **quality control** and compliance with legal requirements
- 9) **Community-based advisors** involved in program and experience planning and generating opportunities for students
- 10) **A culture** that values and supports WBL across the curriculum for all students
- 11) **Regionally-aligned pathways** with community-shared expectations for WBL experiences and learning outcomes
- 12) **Evaluative measures** that facilitate continuous program improvement

The following illustrates how a possible sequence of high-quality experiences indicates a quality WBL program:



4. Elective Focus and WBL

Tennessee graduation requirements include a three-credit progression in an area of “elective focus.” Credit-bearing, capstone work-based learning experiences taken through the *Work-Based Learning: Career Practicum* course may count toward this requirement when the experience aligns with the other courses taken in sequence. Students should use their chosen elective focus and their high school plan of study as the basis for their Career Practicum experience.

CTE Elective Focus

Students may meet the elective focus requirement by earning three credits in a CTE Program of Study or Career Cluster. Courses in a Career Cluster include those listed as part of a Program of Study as well as courses that are identified as cluster electives. The Work-Based Learning: Career Practicum course may substitute for Level 3 or 4 offerings in all CTE programs of study and counts toward status as a CTE concentrator. Students must participate in an aligned CTE program of study and/or other related courses prior to enrolling in the *Work-Based Learning: Career Practicum* course to earn capstone credit.

When the student is enrolled in a capstone-level WBL experience during the junior or senior year, a properly endorsed teacher related to the student’s CTE program of study or their area of elective focus should serve as the “endorsed teacher” as outlined in the WBL Policy Guide. This teacher plays an important role in ensuring that the student’s experience is safe and rigorously aligned with the content of their related courses. For more information about the role of the endorsed teacher, see the WBL Policy Guide chapter entitled *Roles and Responsibilities for WBL Program Management*.

Non-CTE Elective Focus

When the student’s elective focus is not in a CTE career cluster, work-based learning experiences should align with the other general education courses or electives taken in sequence to count toward the “elective focus” requirement. WBL experiences for credit must reflect the student’s long-term goals and interests and foster

Key Terms

Endorsed Teacher: The “endorsed teacher” is the content area teacher with academic and technical knowledge related to the student’s placement. Endorsed teachers support Work-Based Learning Coordinators in ensuring that students meet skill standards and safety requirements. As such, they participate in the creation and approval of the student’s Personalized Learning Plan, which includes the student’s Safety Training Log to ensure industry standards are met as appropriate. They may participate in monitoring visits and provide input on in-class activities. In cases where placements are legally deemed “hazardous occupations”, endorsed teachers are required to sign off on all required documentation.

Supervising Teacher: The “supervising teacher” is any teacher using WBL methods as embedded strategies within their courses for the facilitation of career awareness and exploration. Supervising teachers are responsible for engaging “endorsed teachers” to ensure that students meet skill and safety requirements for specific industries and occupations.

postsecondary and career preparation.

When the student is enrolled in a general education-related WBL experience, a properly endorsed general education teacher related to the student's elective focus participates in the creation and approval of the student's Personalized Learning Plan and Safety Training Log. This ensures strong alignment with subject area content and differentiates instruction for each student. For more information about the role of the endorsed teacher, see the WBL Policy Guide chapter entitled *Roles and Responsibilities for WBL Program Management*.

The next three chapters focus on implementation — preparing for WBL, during the experiences and after the experiences. They will provide guidance on steps to help ensure high quality experiences for students.

WBL TOOLBOX:

Sample WBL Calendar with Milestones: Sample calendar with key activities for the WBL Coordinator during the school year. Should be customized based on local district scheduling.

Building a WBL System: Key processes that support quality and safe student WBL experiences along the WBL Continuum.

Building a WBL System – Roles and Responsibilities: Defines the key roles that support quality and safe WBL experiences that prepare students for college and careers.

BEFORE: PREPARING FOR WORK-BASED LEARNING

To ensure successful work-based learning experiences for students and employers, teachers can lay the groundwork in several ways. The following section describes eight key steps in laying the groundwork for work-based learning:

1. Career Assessment, Counseling, and Planning
2. Building Sequenced Experiences
3. Focusing on Employability Skills to Ensure Learning¹
4. Collaborating With Employers to Meet Workforce Demands
5. Planning Classroom Assignments, Projects, and Assessments
6. Recruiting Employers and Building Strong Employer Relationships
7. Conducting A "Workplace Audit"
8. Demonstrating Student Readiness For Work-Based Learning

¹ The WBL Standards referenced here are for the *Work-Based Learning: Career Practicum* course; standards for other WBL courses may also apply.

1. Career Assessment, Counseling, and Planning

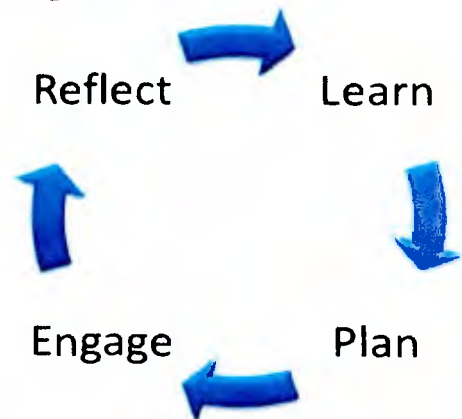
WBL and career assessment, counseling, and planning are closely intertwined. Self-knowledge and career exploration are necessary for student goal-setting and course selection. Earlier planning and awareness ensures that students will be more prepared to participate in high-level, credit-bearing WBL capstone experiences later in high school. Counselors and teachers can work together to:

- 1) facilitate career-related assessment and provide informational materials
- 2) facilitate understanding and planning
- 3) engage parents and promote dialogue between parents and students and/or peer and other mentor relationships around career exploration and goal-setting

High-quality WBL is supported by systematic career assessment and counseling. As described in the WBL Policy Guide, State policy (SBE High School Policy 2.103) requires students to have access to career assessment and counseling services prior to and during WBL experiences. Before entering high school, students complete a four-year plan of study, to be reviewed annually. Participation in WBL should align with students' academic and career goals as set in their plan of study and help them progress toward these goals.

Career assessment, counseling and planning may include the following activities:

- self-assessment exercises
- dialogue with peers and/or counselors
- goal-setting exercises
- introduction to job-seeking skills, including
 - research about career opportunities
 - resume-writing
 - networking and informational interviewing
 - formal interviewing
- introduction to various career options and pathways
- introduction to expected, ethical and desirable workplace behaviors



Student engagement in WBL supports career assessment and counseling by providing students with new information about their interests and skills. At the same time, career assessment and counseling support WBL, in helping students reflect on what they have learned, identify skills that may need further development, and update their plans. The cycle of learning, planning, engaging, and reflecting is illustrated in this graphic.

Coordination between Teachers and Counselors

Career assessment, counseling, and planning are critical to ensure that WBL experiences are meaningful for the student. Career awareness and career exploration activities are intended to spur students' thinking about options and their own interests. Students also need opportunities to document and reflect on their experiences in order to shape their ideas and goals. Facilitation of this reflection is the responsibility of the teacher or WBL coordinator as part of the classroom experiences that connect WBL to curriculum and students' goals. However, some of the assessment, counseling, and planning work will be the responsibility of the school counselor.

There are important reasons for including counselors in WBL planning:

- Students' experiences and interests contribute to course selections and decision-making about postsecondary options. As counselors track students' educational progress, it is important that they have up-to-date information about the student's interests and goals.
- Counselors can then help students update their plans and schedules. They can also encourage students in thoughtful ways and help them reflect on their experiences.
- Counselors have expertise in career development. Knowledge of career assessments and of counseling practices is important to promote the accurate interpretation of — and appropriate use of — results and information gleaned from conversations with students.
- Students may share their thoughts with a “neutral” counselor— a staff person who has no influence on grades — that they may not share with a teacher.



Example of a Counselor's Role in Supporting Reflection and Planning Based on WBL Experiences

After a job shadow in a hospital, a student decides that she doesn't want to be a doctor after all. The counselor can help the student understand what was and wasn't appealing, and that there are other options within the medical field that may be of interest, before the student decides to change directions altogether. The student might also have been discouraged by the amount of education required to become a doctor. The counselor can recommend a scaffolded approach that would enable the student to “take one step at a time” toward medical school with options for other certificates or employment opportunities along the way, while taking the requisite courses in high school that would allow the student to maintain a full range of options.

Career Assessment and Counseling

Schools use a number of tools to assess students' career interests. CollegeforTN.org is a public web portal offering career, high school and financial aid resources for students and their families. The site is customized to meet the needs of CTE directors, teachers and counselors and can be

integrated into classroom activities to help students make a plan of study for high school and beyond, create and manage an online portfolio, and create and update a resume.

Regardless of the system used, career assessment results should be used as a starting point for conversation about the careers associated with the student's interests and talents. Work-based learning provides the opportunity to explore interests and identify fulfilling career options.

Discussing results of career assessments and interests with students serves several important purposes:

- Students are empowered to take ownership of the results their own career path.
- Students learn the value of all their courses and see how their current studies will be used later in life.
- Students learn to focus on and master employability skills that can transfer across industry areas and are valuable in postsecondary education and careers.
- Students develop the ability to discuss how their skills transfer to a variety of contexts and will help them keep their options open.

Career and Educational Planning

As described above, students' career exploration should be reflected in their education and career plans, consistent with the new requirements of the Tennessee Board of Education. Plans should remain flexible, with students having the opportunity to regularly update the plans as they learn more about themselves and future options. Students' WBL reflections and portfolios (see below: "Assessing Student Skills and Reviewing Portfolio") can help students update their educational plans. LEAs may facilitate processes to ensure systematic communication between WBL coordinators and counseling sessions with students to ensure that plans are updated.

While remaining flexible, plans should also be firm enough to ensure that students stay "on track", especially when the "going gets tough".

Example of the Importance of Debriefing Assessment Results and Ongoing Exploration

A student's career assessment results suggest he explore pathways in marketing, accounting or finance. During a debrief conversation, the counselor learns the student's preference for marketing results from the student's idea of himself as "bad in math" and because he assumed that accounting was "boring". After an informational interview with an accountant, the student learns that his struggles in math can be overcome through tutoring and the topics that challenge him are not relevant to accounting.

While the student's parents assume that becoming an accountant requires a college education that is above their means, the counselor is able to share information about the local community college and scholarships available to support the student's goals.

Later, the student secures an internship with the local accounting firm that helps him see that he has the skills to succeed and that he feels comfortable in that workplace environment.

Early planning — before high school — can establish a general direction and ensure that students receive all the courses they need to enter postsecondary education and future careers. For this reason, the high school plan of study required by the state board should play a part in planning for WBL. Career exploration and WBL provide additional data for the plan of study, but should not derail a student. For example, discovering that little math was used in a particular WBL placement would not be sufficient reason to drop a math class. Rather, the plans can serve as a beacon for students to stay motivated in pursuit of challenging goals.

In addition, completing a WBL course contributes to the credits students can earn to fulfill their elective requirements for graduation. The Tennessee Diploma Project created the graduation requirement that students have three credits in an area of elective focus. Credit-bearing WBL courses can be used for these elective credits and help ensure that students are college and career ready.

Tennessee graduation requirements can be found at:
<https://tn.gov/education/topic/graduation-requirements>

Engaging Parents

Parents and guardians play critical — if not the most critical — roles in helping students think about future options and realize their goals. In addition to offering career assessment and counseling as part of the students' educational planning, LEAs may encourage parents to assist students in discovering their unique strengths and interests. This may be done in the context of general informational meetings about the career exploration and WBL courses. It may also involve collaborating with parent organizations to offer educational workshops for parents.

For more information on the career counseling and development, see the National Career Development Guidelines at <http://www.ncda.org/aws/NCDA/pt/sp/guidelines>.

2. Building Sequenced Experiences

The full spectrum of WBL opportunities begins with classroom speakers and workplace tours and culminates in credit-bearing, “capstone” experiences such as internships and apprenticeships. According to the WBL Policy Guide, students should participate in awareness and exploration WBL experiences and reflect on what they learned to be prepared to participate in more advanced WBL experiences. Designing a progression of experiences serves several purposes: learning and development, equity and “reality checking,” and informed decision-making.

- 1) Learning and skill development:** Offering a range of experiences enables students to develop employability skills over time. The WBL course standards set a high bar for student attainment of employability skills. However, just as students must master arithmetic before they can handle calculus, students must practice employability skills before they can exhibit mastery. For example, in the area of Career Knowledge and Navigation, through career speakers and job shadowing in the Industry Awareness, Career Awareness and Career Exploration phases, students will learn about the industries in their communities and the skills required to succeed in the related professions. They will also have the opportunity to reflect on their own interests and skills in relation to the skills needed in the workplaces they are learning about. This will then help them identify more advanced Career Preparation experiences and other courses where they can learn and apply the skills in real workplace settings. More information about introducing and building on these employability skills can be found under *“Using the WBL Standards to Ensure Learning”*.
- 2) Equity and “reality checking”:** Starting with speakers, tours, and job shadows provides a relatively low-cost way to ensure that all students are exposed to options that they may not have heard or thought about. For example, manufacturing in Tennessee is clean and high tech, and offers interesting, high-paying jobs, in contrast to many people’s associations with manufacturing. A workplace tour can help bring this reality to life for students, providing them an opportunity to both see for themselves and ask questions. Seeding these ideas early enables the consideration of options to take root. This is particularly important when students are the first in their families to consider college or work options that their parents may not be aware of.
- 3) Informed decision-making:** Exposing students to a variety of options early on allows them to make informed decisions about their future and work toward capstone WBL experiences. For example, if students learn about opportunities in manufacturing when they are 15 years old, they have time to consider these careers and prepare for future interviews and WBL experiences when they are 17 and 18 years old. There is also time to introduce parents to these options and to help families explore their financial options to support their children in the future. Each level of WBL is characterized by its own purposes, activities and outcomes.



A summary table of the work-based learning continuum of activities is provided on the following page.

Continuum of Activities

Type of Opportunity	Purpose	Sample Student Learning Outcome:	Experience Defined by...	Sample Experiences
Industry and Career Awareness	Build awareness of the variety of careers available and the role of postsecondary education; broaden student options.	Student can articulate the type of postsecondary education and training required in the career field and its importance to success in that field.	<ul style="list-style-type: none"> • One-time interaction with partner(s), often for a group of students • Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations 	<ul style="list-style-type: none"> • Workplace tour • Guest speaker • Career fair • Visit parents at work
Career Exploration	Explore career options and postsecondary requirements for purpose of motivation and to inform decision-making in high school and postsecondary education	Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.	<ul style="list-style-type: none"> • One-time interaction with partner(s) for a single student or small group • Personalized to connect to emerging student interests • Student takes an active role in selecting and shaping the experience • Depth in particular career fields • Builds skills necessary for in-depth work-based learning 	<ul style="list-style-type: none"> • Informational interview • Job shadow • Virtual exchange with a partner
Career Preparation	Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.	Student works effectively as a member of a team, with respect for diverse perspectives and strengths	<ul style="list-style-type: none"> • Direct interaction with partners over time • Application of skills transferable to a variety of careers • Activities have consequences and value beyond success in the classroom • Learning for the student and benefit to the partner are equally valued 	<ul style="list-style-type: none"> • Integrated project with multiple interactions with professionals • Student-run enterprise with partner involvement • Technical mentoring through online interactions with partners • Projects with partners through industry student organizations • Service learning and social enterprises with partners • Compensated internship connected to curriculum
Career Training	Train for employment and/or postsecondary education in a specific range of occupations.	Student demonstrates knowledge and skills specific to employment in a range of occupations in a career field.	<ul style="list-style-type: none"> • Interaction with partners over extended period of time • Benefit to the partner is primary and learning for student is secondary • Develop mastery of occupation specific skills. • Complete certifications or other requirements for a specific range of occupations 	<ul style="list-style-type: none"> • Internship required for credential or entry to occupation • Apprenticeship • Clinical experience • On-the-job training

The Continuum of Activities as a Learning Progression

A learning progression is a pathway composed of building blocks that students travel as they progress toward mastery of employability skills. The activity types in the continuum of activities shown on page 16 can be interpreted as building blocks of a learning progression. Industry and career awareness experiences prepare students for meaningful career exploration experiences. Career exploration experiences prepare students for career preparation experiences, and career preparation experiences prepare students for career training experiences. Put another way, students first need exposure to ideas, then opportunities for exploration in which they take an active role, and finally opportunities for more in-depth hands-on application of classroom knowledge in real world settings through rigorous, standards-aligned, credit-bearing capstone experiences.

To illustrate this idea, the Career Knowledge and Navigation Skills document in the WBL Toolbox shows examples of what students should know and be able to do at each of three levels along the continuum of WBL experiences as they progress toward mastery of the standard for Career Knowledge and Navigation Skills. LEAs may modify this array of expectations as needed, but the aim is that students attain the standards by the end of a credit-bearing course at the Career Preparation/Training level. For example,

- **At the Industry/Career Awareness and Career Exploration levels**, students completing a tour or job shadow might be expected to provide examples of career options presented by the employer, to complete a reflection on what was learned, and begin assembling any artifacts into a multi-year portfolio.
- **At the Career Preparation/Training level**, for credit-bearing capstone experiences students would be expected to meet WBL course standards. At this level, they would be expected to display broader and deeper knowledge, and to link learning directly to their education and career plans, including identification of postsecondary programs that would enable them to fulfill their goals. The resume would not only be more robust, but more nuanced, reflecting greater self-knowledge and clarity of goals. The portfolio would have a complete set of entries, including a writing sample that reflects research and careful analysis of options.

WBL TOOLBOX:

Building Career Knowledge and Navigation Skills along the WBL Spectrum: Identifies skills associated with "Career Knowledge and Navigation" as may be demonstrated at each level of the continuum. This developmental approach should be taken with all of the employability skills as the student engages in the continuum of experiences.

Types of Activities along the WBL Continuum: Outlines the purpose, learning outcomes, and activities at various stages along the WBL Continuum.

3. Focusing on Employability Skills to Ensure Learning

WBL course standards serve as the backbone of quality, capstone work-based learning experiences. The standards ensure that students are demonstrating rigorous skill development that is differentiated to meet the needs of the student and match the learning environment. They form the basis for the students' Personalized Learning Plans and assessments to ensure that participating students are adequately prepared for postsecondary opportunities and careers. The WBL course standards focus on the critical employability skills that are applicable in all work environments. The skills students demonstrate will look different in various contexts, but are transferrable to any postsecondary education or work environment.

Just as for any course, the standards need to be analyzed and systematically integrated into instruction to ensure learning. In work-based learning courses, this means identifying the skills that students will be expected to learn through the experience and what kinds of opportunities they will have to practice and demonstrate each standard. It also means promoting the transfer of learning by addressing the content or context in which the skills are being learned and providing opportunities for students to examine how the skills can be applied to other content or in other contexts.

Identifying Skills to be Addressed through the WBL Experience

Below is provided a list of employability skills from the *Work-Based Learning: Career Practicum* standards with examples of how they could be practiced and demonstrated through a work-based learning experience. The skills outlined below were identified by Tennessee teachers, administrators, counselors, and industry partners as the most important skills that can be learned through work-based learning experiences — expanding, deepening and complementing skills learned in school. By practicing professional communication in the workplace, experiencing collaborative projects, and opportunities to solve challenging problems, students can demonstrate the employability skills that will help prepare them for postsecondary and career opportunities. These experiences also help students develop the motivation and initiative needed to persist and succeed in the face of challenging new opportunities.

These skills are included in WBL course standards, but may be reinforced through stand-alone activities such as job shadows or career fairs. Regardless of the type of experience, students should have an intentional experience to help them practice and demonstrate these skills. The employability skills list on the following page suggests the kinds of evidence that students might use to demonstrate these skills at the Career Exploration level after having participated in a job shadow where they talked with staff in the workplace. Note that at the career awareness and exploration levels, students are learning *about* industries and workplace, though they have opportunities to demonstrate some of these skills at school. At the career preparation and training levels, students demonstrate these skills at the workplace through full engagement with workplace tasks and projects.

WBL TOOLBOX:

Employability Skills Checklist – Using Checklist to Facilitate Student Learning: Identifies activities that may be used to help students reflect on their skills and set goals for their learning.

<i>Employability Skill</i>	<i>How Demonstrated (Examples from a Job Shadow at the Career Exploration level)</i>
Application of Academic Knowledge and Skills	
<input type="checkbox"/> LITERACY: Read and comprehend relevant academic and technical texts	<p>Provide at least two examples of the kinds of reading and writing skills that are required in a particular industry, such as the reading of manuals or background information to prepare for a meeting.</p> <p>Prepare a writing sample to grade-level standards that displays the kind of reading and writing skill that would be appropriate to the industry of interest.</p>
<input type="checkbox"/> MATH: Select and apply relevant mathematical concepts to solve problems and perform expected tasks	<p>Provide at least two examples of the kinds of mathematics skills required in a particular industry or career area such as closing out a cash register or measuring liquids in a laboratory.</p> <p>Demonstrate grade-level math standards pertinent to industry focus, e.g. measurement in construction or engineering or fractions in culinary arts.</p>
Application of Industry-Focused Knowledge and Technical Skills	
<input type="checkbox"/> INDUSTRY-SPECIFIC TECHNICAL SKILLS: Demonstrate industry-specific technical skills	<p>Provide at least two examples of the kinds of technical skills required in a particular industry. Describe those that the student already has and those that still need to be learned.</p> <p>In a CTE class, demonstrate grade-level appropriate technical skill relevant to the industry.</p>
<input type="checkbox"/> INDUSTRY-SPECIFIC SAFETY SKILLS: Demonstrate adherence to industry-specific safety regulations	<p>Describe the importance of safety regulations in a particular industry or occupation, and the specific safety measures observed or discussed at the job shadow site.</p> <p>Document a personal experience when student employed safety measures, such as in cooking or transportation, and how the learning from this experience is relevant to the workplace.</p>
Career Knowledge and Navigation Skills	
<input type="checkbox"/> UNDERSTANDING PATHS AND OPTIONS: Plan and navigate education and career paths aligned with personal goals	<p>Interview staff at the job shadow site about the education needed for careers in the industry; document what is discussed and analyze relevance to student's own plans.</p>
<input type="checkbox"/> PLANNING: Develop and implement a Personalized Learning Plan	<p>Document how the student's own skills, interests and goals align with the industry or career area, based on what was learned during an informational interview in the workplace.</p>
<input type="checkbox"/> REFLECTION: Reflect on experiences through creation of a personal portfolio	<p>Document and gather information (using text, photos) about the student's skills and accomplishments to date, including reflections on the Informational interview conducted during a job shadow, to begin populating a multi-year portfolio.</p>

21st Century Learning and Innovation Skills	
<input type="checkbox"/> CREATIVITY AND INNOVATION: Use imagination and insight to develop original ideas for products, including physical products, services, and solutions to problems, among others	<p>Document how creativity and innovation are observed or discussed during the job shadow.</p> <p>Document past demonstrations of creativity, such as participation in a brainstorming session at school, and how these skills might be developed, based on what was observed during the job shadow.</p>
<input type="checkbox"/> CRITICAL THINKING & PROBLEM SOLVING: Reason effectively, analyze problems and solutions, solve problems using systems thinking	<p>Document how critical thinking and problem-solving are observed during the job shadow, citing at least two observed examples, such as helping a customer solve a problem or analyzing manufacturing specifications.</p> <p>Document past demonstrations of critical thinking and problem-solving, such as participation in debates at school, and how these skills might be developed, based on what was observed during the job shadow.</p>
<input type="checkbox"/> COMMUNICATION: Articulate ideas effectively in both oral and written communications; listen effectively	<p>Document how communication skills are observed during the job shadow, citing at least two examples such as a meeting and a presentation.</p> <p>Document past demonstrations of communication, such as participation in a presentation at school, and how these skills might be developed, based on what was observed during the job shadow.</p>
<input type="checkbox"/> COLLABORATION: Work effectively as a member of a team, with respect for diverse perspectives and strengths; demonstrate leadership and meeting management skills	<p>Document how collaboration skills are observed during the job shadow, citing at least two examples such as a project work session and a multi-team conference call.</p> <p>Document past demonstrations of collaboration, such as a team project at school, and how these skills might be developed, based on what was observed during the job shadow.</p>
<input type="checkbox"/> INFORMATION LITERACY: Access and evaluate information, manage information accurately and ethically	<p>Document how information literacy skills are observed during the job shadow and cite at least two examples such as internet search and a filing system.</p> <p>Document past demonstrations of information literacy, such as internet research at school, and how these skills might be developed, based on what was observed during the job shadow.</p>
<input type="checkbox"/> ICT (Information, Communications and Technology) LITERACY: Use technology effectively and appropriately	<p>Document how ICT skills are observed during the job shadow and cite at least two examples such as web site development and use of media.</p> <p>Document past demonstrations of ICT skills, such as development of a video at school, and how these skills might be developed, based on what was observed during the job shadow.</p>
Personal and Social Skills	
<input type="checkbox"/> INITIATIVE AND SELF-DIRECTION: Work independently; demonstrate agency, curiosity, and the ability to learn	<p>Document how initiative and self-direction are observed or discussed during the job shadow and cite at least two examples such as how an employee signed up for extra training to improve her skills.</p> <p>Document past demonstrations of initiative and self-direction, such as how the student helped another student at school without being asked, or conducted additional research beyond what was assigned; document how these skills might be developed, based on what was observed during the job shadow.</p>

<input type="checkbox"/> PROFESSIONALISM, ETHICS, AND INTERPERSONAL SKILLS: Demonstrate reliability, integrity, responsibility, proper etiquette, and ethical behavior	<p>Document how professionalism, ethics, and interpersonal skills are observed or discussed during the job shadow and cite at least two examples such as how an employee maintained poise under stress or returned promptly to work after lunch or a break.</p> <p>Document past demonstrations of professionalism, ethics, and interpersonal skills, such as how the student maintained good relations with fellow students or maintained excellent attendance; document how these skills might be developed, based on what was observed during the job shadow.</p>
<input type="checkbox"/> CULTURAL AND GLOBAL COMPETENCE: Exhibit interpersonal and social skills that are respectful of cultural differences	<p>Document how cultural and global competence are observed or discussed during the job shadow and cite at least two examples such as how employees worked effectively with colleagues from cultures different from their own or how company staff interacted with colleagues and clients in other parts of the world.</p> <p>Document past demonstrations of cultural and global competence, such as effective interactions with fellow students from cultures different from their own or reached out to learn about international issues affecting the industry of interest; document how these skills might be developed, based on what was observed during the job shadow.</p>
<input type="checkbox"/> ADAPTABILITY AND FLEXIBILITY: Adapt flexibly to roles and responsibility; work effectively with ambiguity; change course as needed	<p>Document how adaptability and flexibility are observed or discussed during the job shadow and cite at least two examples such as how employees changed their plans when a deadline was moved.</p> <p>Document past demonstrations of adaptability and flexibility, such as flexibility in completing a project when a deadline shifted; document how these skills might be developed, based on what was observed during the job shadow.</p>
<input type="checkbox"/> 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	<p>Document how productivity and accountability are observed or discussed during the job shadow and cite at least two examples such as how employees completed projects on time and to high quality standards.</p> <p>Document past demonstrations of productivity and accountability, such as timely completion of high quality projects at school, and how these skills might be developed, based on what was observed during the job shadow.</p>

The WBL Coordinator and student work together (with the employer where appropriate) to develop a Personalized Learning Plan to “map” how the student will have the opportunity to practice and demonstrate these skills during the experience. For more information on developing a Personalized Learning Plan, see the Chapter entitled “During: Implementing WBL Experiences” and refer to the section called *“Developing Personalized Learning Plans and Work-Based Learning Agreements.”*

Ensuring Transfer of Skills

In the current ever-changing global economy, the ability to identify and apply transferable skills is paramount. This involves understanding how employability skills are applied in a variety of contexts, using various kinds of knowledge. Alignment of experiences with the standards helps ensure the transferability of skills learned to various contexts, regardless of the WBL course code.

In general education and CTE classes, knowledge includes academic or technical content delivered during class time. In the case of work-based learning, the content knowledge is primarily determined by the employer and is often delivered in the workplace. There are many types of workplace knowledge, including:

- 1) Knowledge about careers options, career development concepts, writing resumes, the local job market, and generally appropriate workplace behaviors — Careers 101!
- 2) Knowledge about the industry or occupations in which the student is exploring or working, e.g., agriculture, engineering or hospitality
- 3) Basic technical knowledge, such as tool safety, principles of engineering, or culinary skill
- 4) Knowledge about the particular workplace and workplace expectations for the experience that the student is undertaking, e.g. hours of operation, standards of safety or quality, the company mascot
- 5) Knowledge related to specific “problems to solve”, for example, designing a new brochure, providing good customer service, making a robot work

When students are in a WBL class, teachers and students can identify the content knowledge that they will focus on in the experience. Based on the “Workplace Learning Audit” described in a later section on that subject, the WBL Coordinator will consider the industry, the type of technical skills to be employed, the kind of workplace and the types of “problems” or work tasks the students may face. This information will help the WBL Coordinator and student

Example of Skill Transfer

A student may do an extended job shadow in an insurance company. The technical knowledge and skills include how the insurance company operates and how to process claims. At the end of the experience, the student may decide that he/she does not want to work in the insurance field. By encouraging the student to do additional research into a variety of industries and complete a facilitated reflection exercise, the teacher helps the student identify ways to use his/her skills in other contexts. These skills may include analytical and problem-solving skills and math skills that could be applied in a hospital setting — even though the student had never thought of a career at a healthcare facility. Classroom research on the growing biotech industry piques the student's interest in an internship at a local biotech firm where she is able to use her analytical skills as a lab assistant. She also plans to take chemistry at the local community college, instead of the business courses she had planned to take. The WBL experience has been well worth the effort, not only in identifying “what the student does NOT want to do” — a worthy result in itself — but in enabling the student to transfer learning and skills to a new context. The student was also armed with self-knowledge and awareness of new career options.

develop the Personalized Learning Plan. See *“Developing Personalized Learning Plans and Work-Based Learning Agreements”* under *DURING: IMPLEMENTING WBL EXPERIENCES*.

Often in work-based learning, the focus is on categories 4 and 5, (knowledge about a particular workplace and knowledge related to specific “problems”) with emphasis on the immediate tasks at hand. Knowledge in categories 1, 2, and 3 (career options, industries, and technical issues) is usually covered more at school than in the workplace. The focus on the immediate workplace and activities can yield important learning as students delve deeply into the particularities of a given worksite and set of issues, especially if they have the opportunity to develop relationships at the workplace that add a social-emotional dimension to the learning. Learning and future career success can be further enhanced, however, if teachers can stretch students to think about the employability skills they are developing and how these can be applied in other settings, drawing on students’ own research in content categories 1, 2, and 3 — the broader areas of knowledge.

For more information on using reflective exercises to help promote students’ understanding of skill transfer, refer to the section on ongoing documentation of reflection under *“Facilitating Learning in the Classroom”*.

4. Collaborating with Employers to Meet Workforce Demands

Input from employers is as critical to preparing WBL course curriculum, just as input from any group of experts is needed to shape state and local curricula. In the case of career-related education and work-based learning, regular input may even be more critical, as changes in workplace demands are ongoing.

The Tennessee work-based learning standards were developed with direct input from Tennessee employers and workforce development staff. Knowledge of the variety of industries offering WBL experiences will enable teachers to guide students and speak to employers to ensure that students have access to the opportunities that will build a broad range of skills. However, some industries place greater importance on some skill sets than others; knowledge of these industry-specific needs is also important. Further, if a community is home to a major industry or employer that will be providing many of the opportunities for students — whether job shadowing, intensive experiences as part of a Career Practicum course, or future employment — close communication with the employer community will enable the teacher to prepare students to learn and demonstrate those skills that are particularly valuable in that industry.

There are many ways to connect with employers to ensure that students' experiences match future workplace demand — and that Tennessee students are meeting standards:

- 1) teacher job shadows and externships;
- 2) communication with employers through intentional outreach or advisory boards; and
- 3) collaboration with Local Workforce Investment Area (LWIA) offices.

In addition, ongoing communication during teachers' monitoring visits to workplaces can provide insights that will benefit all students.

Regardless of the approach, the intention is to promote systematic communication between industry and educators, so that teachers have input on skill needs and feedback on the preparedness of their students. Administrators can also benefit from systematic communication through such venues as chambers of commerce and civic organizations. Such interactions will enable administrators to support teachers in preparing students for postsecondary education, careers, and civic life while bringing visibility to the school and building the workforce pipeline for growing Tennessee industries.

TN: Promising Practice

Hamblen County – Through the Work Ethic Diploma students will graduate high school with honors letting area employers know they put a focus on soft skills and understand their role in getting hired and staying employed. Students who graduate with the Work Ethic Diploma will be guaranteed an interview with partnering companies if they meet other qualifications. There is preferential hiring given to these students.

To learn more about how Hamblen County has accomplished this, see our Promising Practices site and look for "Work Ethics Diploma." <https://www.tn.gov/education/topic/promising-practices-in-ccr>

Teacher Job Shadows and Externships

Teacher job shadowing and externships are an effective way for teachers to build knowledge about workplaces and future skills demands. In an externship, teachers spend a week to several months in a workplace, ideally taking on real project and integrating themselves to the extent possible into the workplace community. The purpose of the externship is:

- 1) To obtain a first-hand view of the occupational options, labor market needs, activities and tasks performed, skill requirements, career development ladders, standards, problems encountered, and opportunities for student learning in a targeted industry or career area, through direct experience in a company or organization
- 2) To translate this learning into enhanced, integrated curriculum, teaching methods, and work-based learning opportunities for students
- 3) To build relationships with key employers who will later open their doors to students and/or other teachers, or otherwise work with the schools
- 4) To pilot processes, tools and materials for use with other teachers and employers in the future

TN: Promising Practice

Bradley County – The vision was to create a program where teachers could spend a few weeks in the summer working with local companies and then use that experience to create new lesson plans, to build stronger employer relationships and to promote student readiness across the curriculum.

To learn more about how Bradley County has used teacher team externships, see our Promising Practices site and look for "Teacher Externships."
<https://www.tn.gov/education/topic/promising-practices-in-ccr>

The expectation is that curricula developed will be implemented in the teacher's own classroom and shared with other teachers.

Outreach to Industry Advisors

The most efficient way for teachers to stay abreast of the particular skill needs of local employers is to interact with a cadre of advisors who can inform teachers of industry trends. This can happen through ongoing connections with individual advisors or organizations, for example, with the local chamber of commerce. It can also happen through the formation of a formal advisory board for the work-based learning program and through the assistance of the LWIA office.

Industry advisors, whether individually or as part of a board, can provide critical input on skill needs and feedback to teachers on the preparedness of their students. They can also provide input on the programmatic issues, such as logistics to facilitate employer participation, compiling and reviewing the input that individual employers provide at the end of particular work-based learning experiences. (See "Employer Satisfaction Survey" under *AFTER: ASSESSING SKILLS AND EVALUATING PROGRAMS*.)

For example, in manufacturing, some math skills may feature more prominently than they do in some service occupations. Math skills needed in manufacturing may also emphasize key concepts that are not emphasized

in some classes, such as statistics. Teachers' understanding of these requirements will enable them to work with students and colleagues to help ensure that students are prepared for WBL and future careers. It will also help them work with employers to develop Personalized Learning Plans with their students that spotlight exposure to the application of key math concepts. While students may not master all these concepts through WBL, exposure to these requirements in a hands-on, interesting setting provides students with a) increased motivation to pay attention in their math classes at school, and b) critical information to include in their postsecondary planning.

Establishing a sense of joint and mutual responsibility for students' progress and success is key. This may require a shift in focus from WBL activities to WBL outcomes. Meetings may include a review of student work and student outcome data, such as student assessment scores and other measures, in addition to other advisory activities. Advisory Board members may also directly observe student work and serve as key participants on panels to hear and evaluate student presentations.

WBL TOOLBOX:

Fifteen Steps to Developing and Sustaining Advisory Boards and Program Partnerships: A checklist of successful practices for starting and supporting advisory boards.

WBL 101 for Industry: An introduction to WBL for industry partners to help share the goals of work-based learning and address some of the biggest questions that industries have about working with minors.

Advisory Board Recruitment Letter: A sample letter to local employers to generate interest in serving on a local advisory board.

Collaborating with LWIA Offices

Collaboration with Local Workforce Investment Area offices can help facilitate support to engage with local and regional employers. The Workforce Innovation and Opportunity Act (WIOA), effective July 1, 2015, provides for training assistance and the development of local pathways to ensure regional economic development. WIOA promotes the use of career pathways and sector partnerships to increase employment in in-demand industries and occupations. As a result, LWIA offices can provide valuable assistance driving business engagement within the K-14 education system and are called to help fund and support work experience that has an academic and occupational education component, or WBL. More information about LWIA offices can be found at the following webpage: <https://www.jobs4tn.gov/jobbanks/vosofficelist.asp?pu=n>

5. Planning Classroom Assignments, Projects, and Assessments

Key student activities and assignments should supplement any WBL experience to support skills-based learning and “portfolio” development to build and provide evidence of those skills. Some planning is required in advance of implementation. The activities themselves are discussed in greater detail later in this section under “*Demonstrating Student Readiness for WBL*”, and under *DURING: “Facilitating Learning in the Classroom”*, and again under *AFTER: “Assessing Student Skills and Reviewing Portfolios”*. The list of suggested learning activities below includes the types of activities that can facilitate and allow students to demonstrate their learning. LEAs may select all or some of these activities depending on how much time students spend in the classroom; the more robust the activities, the greater the learning.

For credit-bearing experiences, it is recommended that students meet as a class periodically. This will enable the WBL Coordinator to facilitate student reflections and the development of student portfolios. If students are not able to be in the classroom regularly, the WBL Coordinator should speak with the employer to ensure that the students are meeting course standards through their activities. Alternatively, the WBL Coordinator may require that students submit regular reflection papers electronically. These reflections serve as a formative assessment that can help the WBL Coordinator facilitate strong learning outcomes.

For example, in addition to completing basic line tasks at the worksite, the WBL Coordinator may arrange with the employer for the student to shadow various employees and take on a special project that is both of benefit to the employer and of learning value to the student. Projects might include designing a menu or brochure, developing a survey to ask youth about a particular product or service, developing a website, or developing a budget using Excel.

In planning the flow of activities, WBL Coordinators should consult with endorsed teachers to ensure that students develop all key skills for specific industries or occupations.

Suggested Learning Activities

TN: Promising Practice

Rutherford County – *The vision was to create a series of weekly lesson plans that would help students progress through the course standards while developing artifacts that would ultimately go into a portfolio. Locally developed professional development ensures consistency across the district and sets expectations for quality portfolios. As a result, student portfolios reflect rigorous expectations for student growth in TN’s targeted employability skills.*

To learn more about how Rutherford County has accomplished this, see our Promising Practices site and look for “WBL: Weekly Projects Result in Student Portfolios.”
<https://www.tn.gov/education/top/ic/promising-practices-in-ccr>

WBL TOOLBOX: Below you will find a suggested list of activities that may result in artifacts for the student portfolio. For most of these activities, there is a sample or guide in the WBL Toolbox.

Career Development Materials

- Updating of career and educational development plans/high school plan of study (this will in most cases be the same plan of study as developed with the counselor, but if not, should be coordinated)
- Resume development

Readiness Activities (See *"Demonstrating Student Readiness for Work-Based Learning"* below)

- Pre-assessments of skills (student initial completion of **Student Self-Assessment of Skills for Capstone WBL**)
- Research on Industries and workplaces of interest (see **Pre-Experience Research Checklist**)
- Student documentation of prior experiences, interests and learning objectives (see **Student WBL Profile**)
- Student interview of prospective employer WBL host regarding employability skills that can be learned in the workplace (see **Skills Interview Guide for Students**)

Documentation of Progress During the Experience

- Log of responsibilities undertaken throughout the experience
- Periodic reflections or journal entries reflecting on tasks and activities (See sample **Student Reflection Questions**)

Practicing Workplace Skills with Feedback from Teachers and Peers

- Identification of skills that students may need to reinforce through additional practice in the classroom (based on students' self- assessments and input from employers and endorsed teachers.)

Work Products

- Documentation of materials developed throughout the experience linked to standards and student's Personalized Learning Plan (See suggested **Portfolio Components-Suggested**)
- Writing Exercises 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, will demonstrate research/knowning how to learn, information literacy, and written communication skills
- Project presentation, encompassing both work samples, and writing samples, and reflection

Assessments

- Student Self-Assessment at the end of the experience (See suggested **Student Self-Assessment of Skills for Capstone WBL**)
- Reflection on Supervisor Assessment (See suggested **Student Skills Assessment Rubric**), to enable to student to integrate and learn from the results

Updating of Career Development Materials

- Updating of career and educational development plans

- Resume update
- For seniors: development of an application for college, including a personal essay that may draw on the students' work-based learning experiences
- Application for employment
- Drafts of letters of recommendation that students would want an esteemed reference to write for them, based on the students' accomplishments

6. Recruiting Employers and Building Strong Employer Relationships

Research has shown that In general, employers want to help students learn but they need to be asked! They want things to be simple and clear — use your elevator speech!

Connecting with Employers

There are several ways to connect with employers. Just as in job-hunting, cold calling is probably the least effective. Strategies that have been used to good effect include:

- **Use peer-to-peer outreach.** Use the advisory board or existing partners to recruit employers on your behalf. They speak the same language as their colleagues.
- **Participate in employer and civic organizations.** Attend — or send a representative to — the chamber of commerce, Rotary, and other meetings where economic and civic issues are discussed. Let the community know what you are doing and how your school can keep students engaged and build the workforce pipeline. Invite the mayor or local politicians to observe your students in action.
- **Start small.** Invite employers to be speakers or offer tours to get started. This will give them a chance to see that your students are interested, attentive, and eager to learn. In focus groups, employers say they are most concerned with students' attitudes; if students have a desire to learn, employers are willing to help!
- **Make sure it is easy for employers to engage.** Be sure that employers understand: (a) what is required (in simple form, but with all the legal bases covered), (b) where to find you (if they are coming to campus), and (c) how to contact you.

Develop your Elevator Pitch!

Educator and employers describe similar concepts differently! Educators talk about "work-based learning" while employers talk about work experience and jobs. In addition, employers have limited time; they want to know quickly what you are looking for and how they can help. Come up with a 30 second "elevator pitch" that summarizes:

- *What do you want an employer to do for you? (such as host a job shadow or hire an intern)*
- *What qualities do your students bring to the business? (such as motivation, maturity, and an interest in their industry)*
- *How will working with your students benefit the company?*

Now practice! It should sound natural so you can easily share it with a stranger in the bank or grocery store.

WBL TOOLBOX: Tools are included below that may be compiled into an employer packet for WBL.

Elevator Pitch Activity: Guides teachers or students through the writing of a clear, concise elevator pitch.

Employer WBL Packet Cover Letter: Sample letter to customize.

WBL 101 for Industry: An introduction to WBL for industry partners to help share the goals of work-based learning and address some of the biggest questions that industries have about working with minors.

Myths vs. Facts for Industry: A quick reference of state legislation pertaining to working with minors.

Employability Skills Checklist: A list of the skills Tennessee industries identified as most important for WBL.

Safety Training Log: Part of the Personalized Learning Plan Packet.

Work-Based Learning Agreement: Part of the Personalized Learning Plan Packet.

Internship Orientation Checklist: A quick reference tool for employers.

Developing an Employer Profile and Maintaining an Employer Database

Once employers have been recruited, a profile of their organization, contact information, and the opportunities they offer should be completed and logged electronically if possible. This can be tracked in a simple spreadsheet. This practice will facilitate the matching of students with opportunities. It will also house a record of contacts and log the history of engagement so that continuity can be maintained with the employer.

WBL TOOLBOX:

Employer Profile: Sample tool is provided in the WBL Toolbox.

Building on Existing Relationships

The best way to keep employers interested is for them to have good experiences. That doesn't mean teachers have to send only their most capable students into workplaces. But employers will appreciate consistent, clear, streamlined processes, materials, communication and support.

WBL TOOLBOX:

Fifteen Steps to Developing and Sustaining Advisory Boards and Program Partnerships: A checklist of successful practices for starting and supporting advisory boards.

Principles for Sustaining Employer Partnerships: Quick reference guide.

7. Conducting a “Workplace Learning Audit”

Before sending students to the workplace and developing their Personalized Learning Plans, it is important for teachers to know if and how students will be able to attain the WBL standards through their experience. The best way to identify learning opportunities in the workplace and their alignment with standards is to visit the workplace and do what is called a “workplace-learning audit”.

Observations in the workplace before students are placed, called “workplace learning audits” by Jobs for the Future (2001), enable teachers to have a full understanding of the learning potential in a given workplace, informed by first-hand experience and conversations with employers. Alignment of the skills and knowledge to be gained at the workplace to WBL standards is the next step. This alignment has long been a tenet of high-quality work-based learning. The link can also be made both to the academic and CTE standards, ensuring that work-based learning furthers the goal of success for all students.

WBL TOOLBOX:

Workplace Learning Audit: Sample form provided. A form to assist the WBL Coordinator in determining whether a location will provide an appropriate learning environment for a student.

The workplace learning audit process is not complex, but may require a robust conversation and/or tour of the workplace. The tool provided is divided into three sections that address *WBL: Career Practicum (6105)* course standards in different ways:

- A. **Skills and Knowledge at Work:** opportunities to see how the standards are manifested in a particular context
- B. **Problems and Projects at Work:** opportunities for students to use their skills in solving real problems that ideally involve working with others
- C. **Opportunities and Resources at Work:** activities that students can participate in to build their skills

The process ends with the opportunity for teachers to note their thoughts for curriculum development based on their observations. Whenever possible, WBL Coordinators should discuss their ideas with endorsed teachers.

As noted, the tool can be used in full or in part depending on the amount of time teachers have at the worksite. Teachers and other staff can work individually or in a team. If time at a worksite is limited, participants can complete Part C later. Often companies may wish to follow up with you to discuss this final component once they have had time to discuss these opportunities with their coworkers.

Teacher Externships

Workplace Learning Audits often occur in the context of Teacher Externships. As described in the section “*Collaborating with Employers to Meet Workforce Demands*” in BEFORE: PREPARING FOR WORK-BASED LEARNING, externships allow teachers to see for themselves how the standards are implemented in the “real world.”

8. Demonstrating Student Readiness for Work-Based Learning

Students must be prepared to engage with employers and participate in WBL for at least two reasons: to ensure that they are ready to take advantage of the learning opportunities at the workplace; and so they know enough about the organization to be able to participate constructively in workplace practices and adhere to workplace norms. This Implementation Guide highlights three steps in the determination of student readiness for work-based learning: The student self-assessment of skills, completion of research about the industry and careers of interest, and completion of a student's WBL profile, including long-term goals and learning objectives. This approach supports the Tennessee WBL policy that students must exhibit work-readiness attitudes and skills before beginning a WBL experience.

Ideally, students would demonstrate readiness in several ways:

- They show that they are sufficiently aware of their own skills to be able to set realistic goals for learning.
- They demonstrate sufficient knowledge about the industry and workplace to be able to navigate and build on what they have learned; they understand the industry context.
- They have had prior experiences that validate their interest in the new experience and enable them to identify specific and realistic learning objectives.
- They have made some contact with the prospective employer and documented the skills they will have the opportunity to learn and demonstrate through tasks and activities at the workplace.

In addition, even before students are ready to engage in a formal Practicum experience, one way students can learn about a particular organization or industry is through the informational interview. This is a standard career development strategy that enables students — or any job seeker or career changer — to learn firsthand about an organization or career of interest, by interviewing a staff person of that organization. Customarily, the interview takes from 15-20 minutes, so is not time consuming for the employer. Employers generally enjoy speaking to young people about their work. The interview covers information about the organization, how the individual attained his/her position, the kinds of education and training required for the position and in other parts of the organization, daily activities, and opportunities for learning.

WBL Readiness Activities Linked to Skills

The more often students have the opportunity to practice linking their early experiences to the Employability Skills, and to practice assessing their own work in relation to defined standards and criteria, the better able they will be to fully and accurately complete the Student WBL Profile, the Student Self-Assessment of Skills for Capstone WBL, the Pre-Experience Checklist, and other assignments in their capstone experience.

WBL TOOLBOX: Below you will find a suggested list materials that may be used to assess student readiness.

Student Self-Assessment of Skills for Capstone WBL: May serve as a pre-assessment of skills, providing a valuable personal snapshot of where students think they are in their development. Most importantly, it will enable them to formulate goals on that basis. *Note that the Student Self-Assessment will also be used as a “post-assessment”.*

Pre-Experience Research Checklist: Provides guidance on researching industries and workplaces of interest. It covers the various departments in an organization to encourage students to conduct online research about areas they are less familiar.

Student WBL Profile: Provides prompts for students to document prior experiences, interests, goals, and learning objectives. Establishing learning objectives is key to developing a Personalized Learning Plan for a WBL experience.

Skills Interview Guide for Students: Provides a list of the employability skills that students can learn, practice, and demonstrate in the workplace, presented as an interview guide for students. Students may use this guide to talk with employers before their experience to document what they expect to learn and the tasks and activities they will participate in to facilitate learning.

Intent to Participate Form: Signals completion of LEA requirements and the students' intention to participate in WBL.

Informational Interview Guide: Includes the required steps, sample questions, reflection questions, a sample request letter, and sample “thank you” letter.

DURING: IMPLEMENTING WBL EXPERIENCES

The following section covers the activities that occur over the duration of the work-based learning experience. These include:

1. Linking Students to Learning-Rich Experiences
2. Orienting Students to the Workplace
3. Orienting Industry Partners
4. Developing Personalized Learning Plans and Work-Based Learning Agreements
5. Developing Safety Training Logs
6. Facilitating Learning in the Classroom
7. Monitoring Experiences: WBL Coordinators
8. Supervising Students: Workplace Mentors

1. Linking Students to Learning-Rich Experiences

Linking students to learning-rich experiences may mean matching them with new experiences and helping them design projects or school-based enterprises at school, or it may mean converting an existing job into a rich learning experience. Regardless, the Student WBL Profile created in the preparatory phase will serve as the key driver for this process.

WBL TOOLBOX:

Student WBL Profile: Provides spaces and prompts for students to document their past experiences, interests, goals, and learning objectives.

Employer Profile: Identifies the industry sectors represented at the partner organization (e.g. "Administration and Management Support Services" as well as "Health Care and Social Assistance" for a hospital) and the types of opportunities offered.

The linking process can occur in several ways. These scenarios are discussed in more detail below.

For New WBL Experiences

WBL Coordinators may draw upon the Employer Profile database, propose matches to students, and facilitate interviews. Alternatively, students can proactively seek out opportunities, possibly through follow-up outreach based on Informational interviews they have done in the past. Every teacher will handle this differently based on the needs of their students. Regardless, the following should be considered:

- The student's interests are compatible with the industry
- The experience will help the student attain the WBL standards
- The workplace culture, to the extent possible, is compatible with the student's personality and/or learning style or offers an opportunity to "stretch" without either stifling or discouraging the student
- Workplace tasks are challenging without being overwhelming
- Hours and transportation requirements are suitable

The key is for students to identify opportunities that will allow them to meet the WBL standards, learn about themselves, and pursue fruitful next steps.

When the Student is Already Employed and Wants WBL Credit for Work on the Job

In many cases the student will already be employed. If the student wants to use his/her job as the WBL experience — that is, obtain WBL credit for the time at the job — the “linking” process is one of ensuring that the learning occurring at the workplace is helping students meet standards. This will involve:

- Speaking with the employer about learning opportunities or, if possible, conducting a workplace learning audit to see first-hand what opportunities may be available
- Having the student and employer complete the Personalized Learning Plan Packet, identifying the kinds of experiences that would enable the student to develop skills and meet standards
- Encouraging the employer to provide opportunities for the student to do some of the following, as appropriate:
 - shadow and interview staff about their careers and educational backgrounds
 - attend staff meetings
 - conduct research on a problem (e.g. long customer wait lines, tardiness in the workplace, need for new marketing materials, demand exceeding supply, competitors, etc.)
 - make a presentation about what they have learned
 - explore other positions in the workplace, in various departments, if possible (e.g. HR, Accounting, Facilities, Legal, Help Desk, etc.)
 - write a memo
 - complete a needed project
 - collect, photograph, and keep track of any products produced in the workplace — whether a writing sample or the perfect burger!
- Requesting that the employer complete an assessment on the student

During the course of the experience, the teacher will also conduct monitoring visits and facilitate reflection on the experience during class.

All experiences can be rich if they are approached with intentionality. For more information, see sections entitled, “*Orienting Industry Partners*” and “*Developing Personalized Learning Plans and Work-Based Learning Agreements*,” under DURING: IMPLEMENTING WBL EXPERIENCES.

WBL TOOLBOX:

Workplace Learning Audit: Sample form provided. A form to assist the WBL Coordinator in determining whether a location will provide an appropriate learning environment for a student.

Personalized Learning Plan Packet: Includes required documentation and is designed to help districts comply with state board rules and policies as well as federal and state child labor laws.

Employer Guidelines for Working with Interns: Customizable document for districts to share with employers. Provides tips for promoting learning through the workplace, addresses employer responsibilities, and provides communications expectations and contact information.

2. Orienting Students to the Workplace

Students will have done some research prior to selecting or developing WBL opportunities. They may have had previous experiences and even conducted an informational interview with a staff member at the selected worksite. They will nevertheless require orientation to the workplace. This will take place in a general way as part of the career guidance function at the school or in the WBL course, either through targeted inquiries or a speaker event. It will also take place at the worksite itself.

In the Classroom

The information to be covered in the classroom should include, but is not limited to:

- The WBL Standards
- The Personalized Learning Plan and all required paperwork
- Workplace expectations specific to the industry and/or site, including rules of conduct and the definition of “professionalism”
- Transportation Issues
- Hours, attendance issues, and keeping timesheets
- Reflections and journal-keeping (if this is to be a requirement)
- Technical information specific to the industry or site (e.g. Information about the multi-media industry for or about mental illness for an internship with a homeless shelter)
- Assignments and projects expected to be completed in the classroom or at the worksite to receive course credit
- Safety issues, including sexual harassment
- Supervision
- Assessment and portfolio development

In the Workplace

In the workplace, the staff and the student's supervisor should provide a tour and basic information:

- Welcome and introductions, including basic information about the company
- Department specifics, basic job requirements and responsibilities, and job descriptions
- Workplace tour
- Safety issues and training
- Supervisor's expectations
- Materials and equipment

WBL TOOLBOX:

Internship Orientation Checklist: A quick reference tool for employers.

3. Orienting Industry Partners

Industry partners also need to be oriented to the purposes of work-based learning and the logistics of the process.

Each opportunity, whether a speaker engagement, tour, job shadow, intensive project, school-based enterprise, internship or apprenticeship will have its own set of logistical requirements, as determined by the LEA. Across all these experiences, however, the purpose is to help students attain high-level employability skills to set them on the path to successful careers. From the employers' perspectives, students are the future workforce and citizenry that will contribute to a thriving economy and vibrant community. Employability skills are of the utmost importance to employers. For WBL experiences such as tours and job shadows, it is important to discuss these employability skills and be able to look for evidence of these skills in practice. For credit-bearing experiences, the WBL Coordinator should discuss the employability skills included in the course standards with the industry partner in the same way, showing that the student is primarily participating to develop valuable skills. The industry partners can help the students practice these skills if they know in advance which skills the students will be seeking to learn.

Each student who participates in an offsite placement will have access to a Workplace Mentor (at the company) who serves as their main point of contact and can answer questions while the student is on site. This Workplace Mentor should be in regular communication with the WBL Coordinator and helps ensure that the student has ample opportunity to practice and demonstrate the skills required by SBE High School Policy 2.103 (See section entitled "*Skills-Based Student Learning*" under *BUILDING QUALITY WORK-BASED LEARNING PROGRAMS*.)

Every LEA should develop and customize an orientation packet for industry partners that includes information about WBL requirements. Packets serve to meet the needs of employers. An "Employer WBL Packet" might include:

- A welcome letter from the principal or other school leader introducing the WBL program and expressing the value of the program to students and employers
- A WBL program brochure/description of WBL
- A checklist of the employability skills students will work on through the experience
- The Safety Training Log, and the Work-Based Learning Agreement which will be discussed further below
- Assessment tools, including a rubric for assessing student skills and an Employer Satisfaction survey to provide input to the WBL Coordinator at the end of the experience. (These are discussed in the chapter entitled "*AFTER: ASSESSING SKILLS AND EVALUATING PROGRAMS*".)

Additional useful tools may include:

- The Internship Orientation Checklist, described in the section “*Orienting Students to the Workplace*” in DURING: IMPLEMENTING WBL EXPERIENCES, may be used as a guide for employers
- Employer Guidelines for Working with Interns, which describes the basic requirements, together with suggestions for promoting learning in the workplace (These “tips” provide suggestions for offering experiences that will help the students attain the WBL standards.)
- Logistical and legal information specific to the LEA
- LEA specific timesheet for students to log hours worked, as appropriate

WBL TOOLBOX:

Introduction to WBL: General overview of what work-based learning is and how it benefits the community.

WBL 101 for Industry: An introduction to WBL for industry partners to help share the goals of work-based learning and address some of the biggest questions that Industries have about working with minors.

Employability Skills Checklist: A list of the skills Tennessee industries identified as most important for WBL.

Personalized Learning Plan Packet: Includes required documentation and is designed to help districts comply with state board rules and policies as well as federal and state child labor laws.

Safety Training Log: Part of the Personalized Learning Plan Packet.

Work-Based Learning Agreement: Part of the Personalized Learning Plan Packet.

Employer Recruitment Letter: A sample letter to local employers to generate interest in WBL.

Employer WBL Packet Cover Letter: A sample letter to employers who are interested in hosting WBL capstone experiences.

Internship Orientation Checklist: A quick reference tool for employers.

Employer Guidelines for Working with Interns: Customizable document for districts to share with employers. Provides tips for promoting learning through the workplace, addresses employer responsibilities, and provides communications expectations and contact information.

Student Skills Assessment Rubric: A tool for WBL Coordinators and employers to assess the skill levels of students through workplace-based or classroom-based experiences.

Employer Satisfaction Survey: A survey for employers to provide WBL program feedback for continuous improvement.

4. Developing Personalized Learning Plans and WBL Agreements

Personalized Learning Plans are central to ensuring that students have rich learning experiences that enable them to meet the WBL standards. All students who participate in WBL experiences should have a Personalized Learning Plan to ensure that they get exposure to — and practice — the employability skills outlined in SBE High School Policy 2.103 (for more information, see the “*Quality Work-Based Learning Experiences*” section of this guide and the parallel section of the WBL Policy Guide with the same title). While all students need to be aware of and practice these skills, students who participate in WBL experiences for credit must complete the required WBL paperwork to establish a formal Personalized Learning Plan — agreed to by the teacher, the student, and the employer — that identifies the employability skills that students will develop while in the workplace. It is important for all stakeholders to be clear about the learning objectives and expectations of the work-based learning program, and be transparent about the time commitment and activities involved.

The purpose of the Personalized Learning Plan is to establish clear, shared expectations for the learning experience among the WBL Coordinator, the student, and the industry partner. According to the WBL Policy Guide, under *Implementation Policies for WBL Programs*, all Personalized Learning Plans should help students set goals for their skill development and standard attainment that help them move towards their long-term goals. By writing out specific goals and getting feedback from their employers, student WBL experiences become more intentional and results in deeper learning and meaningful reflections.

For credit-bearing experiences, the required paperwork includes the Personalized Learning Plan, the Safety Training Log, the Work-Based Learning Agreement, and the WBL Insurance and Emergency Information form. These components are included in a Personalized Learning Plan Packet specific to credit-bearing WBL experiences. This required paperwork aligns with the course standards in order to comply with high school policy, aligns with Tennessee Child Labor Law requirements to ensure compliance, and ensures that all stakeholders understand the commitment.

The **Personalized Learning Plan Packet** is required of credit-bearing WBL experiences and is provided in the WBL Toolbox. It ensures compliance with Child Labor Law in Tennessee and includes:

- 1) Part A: The student’s long-term educational and career goals and the specific tasks and activities that will help students develop the employability skills, based on the student’s goals
- 2) Part B: The employability skills required in WBL experiences, formatted for use as a planning and reflection tool to document relevant student learning experiences as they happen and plan ahead for portfolio documentation (SPED WBL coordinators may substitute the SKEMA to document skills attained by students with moderate to severe disabilities who are not on track for a regular diploma)
- 3) The Safety Training Log
- 4) The Work-Based Learning Agreement required by Tennessee Child Labor Law
- 5) A WBL Insurance and Emergency Information form

WBL TOOLBOX:

Using the Personalized Learning Plan to Guide Student Learning: A resource to help teachers understand how to use Part B of the Personalized Learning Plan Packet to set student goals, document progress towards their goals, and plan for the student's portfolio.

SKEMA: Special education resource for students enrolled in WBL Transitions course (6107) and for students pursuing the Occupational Diploma. SKEMA stands for "Skills, Knowledge, and Experience Mastery Assessment" and may be used by the WBL Coordinator or employer to document skill attainment.

Personalized Learning Plan Crosswalk for Special Education: A training tool to crosswalk the required paperwork for WBL with a student's IEP.

Including the Industry Partner in Early Conversations

The sooner the WBL coordinator connects with the employer about learning expectations for students, the better. This can happen in several ways:

- 1) On-going communication with industry partners through advisory boards or other processes, as discussed under *BEFORE: PLANNING FOR WORK-BASED LEARNING*.
- 2) During industry partner recruitment and orientations, WBL coordinators can describe the WBL Standards — in terms of skill attainment — to reinforce the purpose of WBL. Discussing employability skills can be a great door-opener for WBL experiences. For example, informing the industry partner that the student is trying to learn and demonstrate his/her initiative, teamwork, and professionalism will go a long way toward securing a quality placement.

Determining How Students Can Demonstrate Attainment of Standards

The specific requirements for student learning are determined by the WBL standards and the student's plan of study or elective focus. The way WBL standards are met will vary based on the student's objectives, the teacher's observations about the student's learning needs, and, of course, the employer's work to be completed. The teacher and the employer set the performance expectations for the student and ensure that he/she has ample opportunity to practice and demonstrate the skills. All of this is documented in the student's Personalized Learning Plan and WBL Agreement.

Ensuring that students meet all standards begins with a conversation between the student and the teacher. Together, they review the standards and discuss the ways in which the student can meet the standards through their placement. They may also discuss the student's long-term goals and learning objectives. The

Workplace Learning Audit helps the teacher and student evaluate whether the placement will provide a good learning environment, allow the student meet the course standards, and attain his/her goals.

Note: According to state board policies, all WBL experiences should address each of the four categories of employability skills, as listed in *"Skills-Based Student Learning"* under *BUILDING QUALITY WORK-BASED LEARNING PROGRAMS*. In credit-bearing experiences, the students should use the set of course standards and map how they will plan to demonstrate each of the standards in their preferred or selected placement.

WBL TOOLBOX:

Employability Skills Checklist – Using Checklist to Facilitate Student Learning: Identifies activities that may be used to help students reflect on their skills and set goals for their learning.

Once a specific placement is identified, the student develops their Personalized Learning Plan with the assistance of the WBL Coordinator and input from the industry partner and a CTE-endorsed supervising teacher where appropriate. They discuss the various artifacts and evidence that the student can include in their portfolio to demonstrate their skill attainment. This collaboration ensures that the teacher, student, and employer have a common set of expectations and are working together to provide the student with the best possible learning experience. CTE-endorsed teachers can provide specific input as needed based on their knowledge of the industry. When student placements fall within Hazardous Occupations, as described in the WBL Policy Guide chapter entitled *Roles and Responsibilities for WBL Program Management*, the endorsed teacher must sign off on select paperwork.

In summary, ensuring that students meet WBL standards through development of the Personalized Learning Plan and Learning Agreement includes the following broad steps:

- 1) Student-teacher meeting to discuss standards and how the student will meet the standards
- 2) Based on the Workplace Learning Audit and/or conversations with the employer, the WBL Coordinator suggests suitable activities or ways that an existing job can be enhanced to meet learning goals
- 3) Student develops Personalized Learning Plan with the WBL Coordinator and industry partner, with input from the CTE-endorsed teacher as needed

During the meeting, the WBL Coordinator and employer also discuss supervision and any logistics and legal requirements for safety documentation and related matters. The signing of the WBL Agreement completes this process. Safety training will also be discussed, as described in the section *"Developing Safety Training Logs"* in *DURING: IMPLEMENTING WBL EXPERIENCES*.

WBL TOOLBOX:

Workplace Learning Audit: Sample form provided. A form to assist the WBL Coordinator in determining whether a location will provide an appropriate learning environment for a student.

5. Developing Safety Training Logs

Safety is of paramount importance in working with minors. The Tennessee Department of Labor and Workforce Development regulates safety in the workplace and requires safety training documentation. When students are under the age of eighteen and are placed in WBL experiences in which they are considered an employee (for example, in an internship, co-op, or apprenticeship), Tennessee Child Labor Law applies. For more information on how Child Labor Law applies to WBL and the required paperwork, refer to the WBL Policy Guide.

There are best practices for completing the Safety Training Log for students in WBL experiences. This documentation serves to protect the student from harm, but is also critically important to the school and the employer. Accurate and complete documentation can protect the school and the employer in the case of an accident. Failing to provide adequate documentation can result in serious repercussions and fines. The following best practices are important when completing Safety Training Logs:

- 1) The WBL Coordinator must consider the job responsibilities of the student and any equipment or hazardous situations that may arise in the student's particular workplace. The safety training log should mention specific topics covered that are of use to the particular student and should not list generic topics like "job-specific safety training."
- 2) The WBL Coordinator must confer with endorsed teachers regarding the Safety Training Log for any industries that may involve hazardous activities, as described in the WBL Policy Guide chapter entitled *Roles and Responsibilities for WBL Program Management*; the endorsed teacher must sign off on the Safety Training Log in these cases.
- 3) The topics covered should be immediately clear to any Department of Labor and Workforce Development representative that may check in at the worksite. For this reason, it is not a good practice to use acronyms without a description. For example: HIPAA (healthcare confidentiality). Remember, the person reviewing this paperwork may not be familiar with your industry, so clarity is paramount.

Hazardous Occupations:

The Fair Labor Standards Act (FLSA) prohibits minors under age 18 years old to work in any occupation that it deems to be particularly hazardous. Among these occupations are excavation, mining, manufacturing explosives, and operating some types of power-driven equipment, such as forklifts. Exemptions are made in Federal and State Child Labor laws to allow CTE students and apprentices to perform certain tasks in these areas when it pertains to their learning experience. The state and federal government closely monitor compliance. For more information, see <https://www.dol.gov/general/topic/youthlabor/hazardousjobs>

The Tennessee Department of Labor provides additional guidelines. See <http://www.tn.gov/workforce/article/child-labor>.

Tennessee students who participate in these occupations for WBL must have a Hazardous Occupation Form on file at the company at the school with their Personalized Learning Plan.

- 4) The name of the individual who provided the training should be clearly identified with the date the training occurred. This form may not indicate the trainer as "WBL Coordinator" or "supervisor," but must provide the person's name.
- 5) The Safety Training Log must be updated if the student learns to use new equipment at the site or participates in other safety training during the placement. Updated copies must be kept at the site and the school per the WBL Policy Guide.
- 6) All form fields must be complete (and include n/a if the field is not applicable to the situation). Incomplete fields may cause Department of Labor and Workforce Development representatives to consider the form invalid.

WBL TOOLBOX:

Safety Training Log: Part of the Personalized Learning Plan Packet.

Personalized Learning Plan Packet: Includes required documentation and is designed to help districts comply with state board rules and policies as well as federal and state child labor laws.

6. Facilitating Learning in the Classroom

Connecting the workplace with the classroom is critical to facilitate student learning. To obtain credit for a WBL course, students must demonstrate that they have attained the WBL course standards. While they create a plan for how they will meet the standards in their Personalized Learning Plan, students demonstrate attainment of the standards by compiling evidence. Over the period of the course, students will compile their work products, employer evaluations, original research, reflections, presentations, and more to demonstrate their skills. This is discussed further under *“Assessing Student Skills and Reviewing Portfolios”* under AFTER: ASSESSING SKILLS AND EVALUATING PROGRAMS.

In some scenarios, most of the student's time will be spent in the workplace, and evidence will be collected during the experience, compiled by the student, and presented at the end of the experience for teacher evaluation and conferring of credit. In other cases, students will check in regularly with the teacher during class time to reflect and discuss what they are learning with their peers and their teacher. They may meet weekly or biweekly to complete research and writing assignments, work on projects, and prepare their portfolios. Local districts may determine how this time will be structured to best meet the needs of their students and teachers.

While the first approach may be more common, the latter approach is more conducive to student learning. The department recommends dedicated, in-person time for reflection on a weekly basis to deepen the learning experience. For students to fully benefit and develop employability skills that are transferrable to multiple future career options, reflection time is particularly important. In an increasingly global economy, students need portable, transferable 21st Century Learning and Innovation Skills, Career Navigation abilities, and a deep anchor of self-knowledge. Together with academic and technical skills, these will enable students to navigate future challenges and to seek out and seize new opportunities.

Classroom experiences may include reflection exercises, research and writing assignments, and hands-on projects that enable students to better understand their workplace experiences, transfer knowledge, and apply what they have learned. During this process, students also compile evidence of their learning in the form of various artifacts. These may include writing samples, resumes, video clips and PowerPoint presentations, among many options, as described below. Assessments of these artifacts serve as ongoing, formative feedback to students about the quality of their work — areas of strength and areas needing improvement and further development. Students can compile these pieces of evidence into portfolios for eventual use in summative assessments of learning, described later in this Implementation Guide.

There are many types of activities that the WBL Coordinator can facilitate or assign as necessary that will help students connect school and work, deepen learning, and result in artifacts for the student to include in their portfolio. These activities may relate to:

- 1) WBL Readiness
- 2) Work Documentation and Reflections
- 3) Practicing Workplace Skills with Feedback from Teachers and Peers
- 4) Work Products

- 5) Projects and Presentations
- 6) Writing and Research Exercises
- 7) Assessments
- 8) Career Development
- 9) Preparation of the Portfolio

Demonstrating WBL Readiness

As described in *"Demonstrating Student Readiness for Work-Based Learning"* in BEFORE: PREPARING FOR WORK-BASED LEARNING students can complete a number of exercises to learn about themselves, industries of interest, and particular workplaces. In doing so, they can demonstrate readiness to learn in workplaces or through employer-driven projects. The most important of these is the student's self-assessment against the standards. This will lay the foundation for setting learning goals and developing a learning plan for any work-based learning experience, in consultation with the employer, if the WBL will be at a worksite.

WBL TOOLBOX: The following tools are provided to facilitate this process.

Student Self-Assessment of Skills for Capstone WBL: May serve as a pre-assessment or a post-assessment of skills, providing a valuable personal snapshot of where students think they are in their development. Most importantly, it will enable them to formulate goals and reflect on their progress.

Pre-Experience Research Checklist: Provides guidance on researching industries and workplaces of interest. It covers the various departments in an organization to encourage students to conduct online research about areas they are less familiar.

Student WBL Profile: Provides prompts for students to document prior experiences, interests, goals, and learning objectives. Establishing learning objectives is key to developing a Personalized Learning Plan for a WBL experience.

Skills Interview Guide for Students: Provides a list of the employability skills that students can learn, practice, and demonstrate in the workplace, presented as an interview guide for students. Students may use this guide to talk with employers before their experience to document what they expect to learn and the tasks and activities they will participate in to facilitate learning.

Intent to Participate Form: Signals completion of LEA requirements and the students' intention to participate in WBL.

Informational Interview Guide: Includes the required steps, sample questions, reflection questions, a sample request letter, and sample "thank you" letter.

Work Documentation and Reflections

Documentation of progress during the experience can take three forms: Logs of hours, logs of accomplishments, and thoughtful, systematic reflections exercises.

- At the discretion of the LEA, a log of hours worked and responsibilities undertaken in work-based learning can be important to tracking progress. The time log will be provided by the WBL coordinator or the employer, as appropriate. In itself, however, such a log would not demonstrate learning.
- At the discretion of the LEA, a log of accomplishments may be provided by the teacher or WBL Coordinator. Students can complete this on an ongoing basis to track their activities and accomplishments. This log can then be included in the portfolio. The information will also be used to update the student's resume. However, as with the log of hours, a log of responsibilities does not provide evidence of learning.
- A reflection journal can demonstrate learning. Reflection is critical in allowing students to connect what they are experiencing in the workplace with their classroom learning. It enables transfer of knowledge and coordination of academic learning with the worksite experience, and helps students see the workplace as a *subject* of learning, not just a location for learning (Bailey, Hughes, & Moore, 2004).

Reflection involves both the *teaching* and *facilitation* of reflection. The development and improvement of employability skills (such as oral and written communication, critical thinking and problem-solving, collaboration and teamwork, and creativity and innovation) through work-based learning experiences requires reflection. The WBL Coordinator/teacher helps students learn to reflect on their experiences, but also facilitates opportunities to do so. He/she helps the student reflect on the standards as learning objectives with clear performance expectations. This type of reflection is an essential employability skill that can deepen the student's learning in work-based learning experiences. The reflection is also key to the student learning how to articulate the transferrable nature of the skills they have developed.

The biggest challenge to teaching and facilitating reflection for learning is that many students, and even some teachers, have a preconceived idea about what it means to reflect. They may think reflection is simply sharing thoughts and feelings stimulated by the experience. This meaning of reflection is too limited. Teaching students to reflect for deeper learning should begin with understanding the performance expectations of the

Example of Reflection:

On the fourth week of class during a Career Practicum course, students are given the prompt to reflect on their first three weeks in the workplace, as follows: "Identify an activity that was part of your work-based learning experience in which the intended learning objective (e.g. making presentations) could be practiced and improved." The students review the standards in the area of communication, and prepare their reflection pieces by analyzing their performance in the workplace against the standards, comparing this with feedback they received on a prior class presentation, and self-assessing areas where performance could be improved. The teacher then facilitates a class discussion on strategies to improve performance in selected skill areas, so that students can share their insights and suggestions and support one another in implementing their strategies.

learning environment. With this as a starting point, students can recognize how to evaluate and model expected behavior, accurately assess their own performance, and learn to take critical feedback for improvement.

For students who are just learning how to reflect on their experience and performance, the use of prompting questions is helpful. Examples of prompts include:

- 1) Identify an intended learning objective (knowledge and/or skill) of your work-based learning experience.
- 2) Identify an activity that was part of your work-based learning experience in which the intended learning objective could be practiced and improved.
- 3) Describe something you did or produced as part of that activity which demonstrated your current level of knowledge and/or skill in relation to the learning objective.
- 4) Evaluate your own performance or product in terms of the standards and criteria given in the rubric.
- 5) If this is not the first time you have reflected on your performance or products in relation to this learning objective, identify some way that your work has improved since the last time.
- 6) Identify something new you could do to improve your performance or product even more in terms of the standards and criteria given in the rubric.

Reflection for learning is a core skill of self-assessment, self-direction, and learning to learn. In addition to providing prompting questions (more at the beginning, and fewer later), facilitating reflection for learning includes providing timely and actionable feedback to students on their reflections: on both the content of their reflection (e.g., did they accurately identify an intended learning objective and related activity, did the action or product described exemplify demonstration of the learning objective identified, did they accurately evaluate their performance or product in relation to the rubric, etc.) and their developing ability to reflect for learning.

WBL TOOLBOX:

Student Reflection Questions: Sample questions that may be used in conjunction with any WBL experience.

Practicing Workplace Skills with Feedback from Teachers and Peers

For many students, WBL is their first experience in a professional work setting. They may feel uncomfortable or unprepared. Time in the classroom, as well as feedback from teachers and peers, enable students to practice some of the skills in a safe and supportive environment. Skills that students may need or want to practice in the classroom so they are prepared at work may include:

- How to run a meeting
- How to take notes in a meeting
- Putting together a PPT presentation
- Delivering a presentation to a group of co-workers

- Providing feedback to a co-worker
- Using certain features on a computer
- Writing a memo
- Doing workplace math
- Dealing with a customer service problem

Teachers can structure their lessons, particularly early in the semester, to create time each class period for students to practice key skills. This can be driven by the students' reflections on what they are learning at work and where they feel they need support or improvement. Most likely, several students will identify similar skills they would like to work on. Practice in a group setting enables students to learn from one another and the teacher, as well as individually from the employer.

Work Products

Work products can vary, depending on the industry, the types of opportunities, and whether the students are in school settings or at a worksite. Some work products may be developed in the classroom based on a need identified in the workplace. For work samples to be most valuable for learning, they must be linked to standards and learning plans and reflected upon.

Examples of work products include:

- Brochure or web page designed as part of a project
- Research papers
- Posters produced for a team project presentation
- Video or audio recordings of presentations
- Surveys designed and results of the survey
- Appointment schedules and lesson plans developed for a tutoring program
- Budgets created and managed using a spreadsheet program
- Article written and submitted for publication
- Drawings or pictures of models built

For each work sample, students may be asked to write a reflection of learning (see Student Reflection Form for content and format) that describes the work sample and identifies the knowledge and skills demonstrated.

Writing/Research Exercises

Writing exercises are also intended to be research exercises. They 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, will demonstrate research/learning how to learn, information literacy, and written communication skills.

Students may use a variety of sources, including the internet, print media, and interviews. Interviews with employers — before, during, or after WBL experience — also provide students a unique opportunity to use a “primary source” to learn about the economy, their areas of career interest, and the skills they should develop to succeed. This can be done using the Informational Interview Guide provided in the WBL Toolbox.

WBL TOOLBOX:

Informational Interview Guide: Includes the required steps, sample questions, reflection questions, a sample request letter, and sample “thank you” letter.

Projects and Presentations

Projects enable students to conduct research, produce writing and other work products and demonstrate many 21st Century Learning and Innovation standards as part of one coherent “package”. Projects may be done at the workplace, if the Workplace Mentor identifies a suitable project, or in the classroom. The LEA may decide to substitute projects for separate Writing and Work Products, taking a “project-based learning” approach to the class. Projects are particularly useful in teaching project management skills, which include analysis of requirements, development of work plans, budgeting of resources, and time management. They offer the opportunity to showcase the “productivity and accountability” standard, as well as collaboration, the ability to work with diversity, adaptability and flexibility, and other standards.

Teachers may also require that projects result in culminating presentations. Presentations enable students to develop a variety of communication skills, both written and oral.

See materials on project-based learning available from the Buck Institute for Education: www.ble.org.

See also the Project Management Institute Educational Foundation for teaching materials related to project management and the development of employability skills at <http://pmief.org/learning-resources/resources-for-youth/teachers>.

Project presentation rubrics are readily available at these and other sites.

Assessments

While assessment is generally thought of as a culminating experience, ongoing assessments can be great opportunities to help the student learn to take critical feedback and adjust behavior. Two kinds of assessment can be used to foster learning: self-assessment and reflections on employer or teacher assessments of the student.

- **Self-assessment** is a good learning opportunity. It not only focuses students on the content being assessed but on the process of self-evaluation, which is in itself, a critical employability skill.

- **Debrief of assessment by employer.** In addition, students will be evaluated by teachers and employers, based on a rubric. Having the students take time to understand and integrate the teachers' and employers' perceptions of their performance is a rich learning experience.

WBL TOOLBOX

Student Self-Assessment of Skills for Capstone WBL: May serve as a pre-assessment or a post-assessment of skills, providing a valuable personal snapshot of where students think they are in their development. Most importantly, it will enable them to formulate goals and reflect on their progress.

Student Skills Assessment Rubric: A feedback tool for WBL Coordinators and employers to assess the skill levels of students through workplace-based or classroom-based experiences.

Updating Career Development Materials

Updating materials that will go into the portfolio can bring closure to the learning experience. Included in the suggested list are the student Plan, to be updated in conjunction with the counseling office, as well as applications for both college and work. Completing a personal essay is an important exercise that can be used for many purposes beyond the college application. Completing an application also signals to the student that they have choices and that teachers have high expectations for them — irrespective of their final decisions. Below is a list of possible documents that can be completed in the WBL class in support of students' future steps.

- Updating of career and educational development plans
- Resume development is a good exercise because it requires students to think about their accomplishments and interests. Resumes should be updated yearly, if not more frequently.
- For seniors: development of an application for college, including a personal essay that may draw on the students' work-based learning experiences
- Application for employment
- Drafts of letters of recommendation that students would want an esteemed reference to write for them, based on the students' accomplishments

Preparation of the Portfolio

Portfolio preparation is the culminating experience in most WBL classes for credit-bearing experiences. This step deserves attention and dedicated time. It involves the students' careful selection of the Work Products, Writing Samples, and/or Projects and other materials that will best provide evidence of standards attainment.

Students may develop an introductory letter, explaining why the samples were included, and a table of contents for the portfolio. Preparation of the student portfolio is discussed further under *“Assessing Student Skills and Reviewing Portfolios”*, under *AFTER: ASSESSING SKILLS AND EVALUATING PROGRAMS*.

WBL TOOLBOX:

Portfolio Components-Suggested: A list of suggested components that may be included in a WBL portfolio.

7. Monitoring Experiences: WBL Coordinators

Close communication between the WBL coordinator and the employer ensure that learning is truly tied to the standards and supports the students' learning objectives. While only one monitoring visit is required per grading period, it is strongly recommended that WBL coordinators, and endorsed teachers, where appropriate, conduct additional visits to ensure safe and quality learning experiences for students. Local policies may go beyond Tennessee requirements for monitoring.

Monitoring ensures safe, quality learning experiences that comply with Child Labor Laws and WBL policies.

Some key monitoring guidelines include the following:

- The timing of monitoring visits and other check-ins by phone or email depends on the length of the work-based learning experience (semester, trimester or year-long) and the number of credits to be conferred. *(See pull-out box.)*
 - Conduct a monitoring site visit as least once every grading period. The following schedule is suggested:
 - one early visit with the student at the site
 - one early conversation with the employer (this could be a phone call if the supervisor isn't available when the student visit is made)
 - one on-site visit with the student's workplace mentor or whoever is evaluating the student's performance
 - If possible, make some contact every 7-10 days
 - Make scheduled and unscheduled visits
- Teachers conducting monitoring visits:
 - Endorsed teachers must participate in monitoring visits whenever students are working in industries or occupations deemed "hazardous", as described in the WBL Policy Guide chapter entitled *Roles and Responsibilities for WBL Program Management*.
 - Regardless of the hazard status of any experience, WBL Coordinators are encouraged to engage endorsed teachers in monitoring visits, as the endorsed teachers may have more in-depth knowledge of the industry or occupation that can inform discussions with the employer. It is highly recommended that the LEA require the endorsed teacher to make at least one visit per term.
- Document every contact with the work site, keeping copies of all emails with work site mentor, students and parent

Timing of Monitoring Visits

*Tennessee school districts operate on varying schedules — semesters, trimesters, and year-long schedules. As such, it is suggested that the appropriate number of monitoring visits be defined by the terms in which credit is conferred. It has been recommended that, **per credit earned, 2-3 visits be required by local districts.***

In this case, if a whole credit is earned in one semester, 2 visits may be most appropriate during that semester. However, for a year-long course that only confers 1 credit, these visits would be much more spread out. In this case, the district should consider requiring more regular check-ins to ensure safe and quality learning experiences for students.

WBL TOOLBOX:

Monitoring Visit Checklist: A checklist to help teachers conduct effective monitoring visits.

8. Supervising Students: Workplace Mentors

Supervision in the workplace ensures student safety and compliance with all workplace practices and requirements. For students who employed by businesses to earn WBL credit, Workplace Mentors must be assigned to serve as their supervisors. Supervisors should be available to students when they have questions and ensure that students can meet the WBL course standards by providing adequate learning environments.

The Workplace Mentor should involve the student in activities that will help him/her meet the WBL course standards. To the extent possible and appropriate, students will have the opportunity to speak with the supervisor regularly, participate in staff meetings and other workplace functions, speak with and/or shadow staff in other departments of the organization, and carry out projects as appropriate. Rose (2007) writes, “The best of the real-world environments are modified, however, by the presence of supervision and some explicitly pedagogical interaction. So expert professionals determine what tasks the students do, in what order, provide guidance, and pose questions...” In this way, the student's supervisor plays a role in the student's work experience and in providing a quality learning experience. While many companies have their own guidelines or provide very structured internship programs, other employers may desire more information about how to help the students. The following tool is a resource that can be shared with them if they request this information.

WBL TOOLBOX:

Employer Guidelines for Working with Interns: Customizable document for districts to share with employers. Provides tips for promoting learning through the workplace, addresses employer responsibilities, and provides communications expectations and contact information.

Teachers can identify many of these opportunities in advance during the “Workplace Learning Audit”; many of these will have been included in the student's Learning Plan and Learning Agreement. Teacher monitoring visits offer an opportunity for teachers to support the employers in identifying these possible learning experiences in their workplaces.

Suggestions for fostering the attainment of standards include the following:

- **Connecting school and work.** Encourage students to relate their internship experiences back to their class work by initiating conversation and asking them the following kinds of questions:
 - What kinds of reading, writing and math do you do at school and at work—and how are they similar or different?
 - What skills do you need at work that you can also work on at school?
 - What kinds of things are you good at, or do you like, that you can explore further in school?
 - What could you learn in college that would enable you to pursue a well-paying career in our organization or another organization like ours?

- **Application of math skills.** Encourage students to use math, whether in measurement, counting change, or completing accounting ledgers.
- **Application of reading and writing skills.** Encourage students to read manuals and write memos; do not hesitate to require students to complete work to the expected standards.
- **Learning about careers.** Provide opportunities for the student to be exposed to various departments and functions, including technical departments, marketing, human resources, finance/accounting, etc. by encouraging them to visit, conduct interviews, and/or shadow staff throughout the organization.
- **Learning about the workplace, understanding teamwork, and building relationships.** Provide opportunities for students to participate in staff meetings, project meetings, and other formal and informal exchanges among staff; introduce students to staff and encourage staff to welcome students to join them at lunch and breaks. Informal exchanges are often the best way to learn about an organization's culture.
- **Initiative, critical thinking, and creativity.** If possible, allow students to solve problems on their own, tackle small organizational issues, or take on tasks requiring novel solutions, in addition to carrying out everyday responsibilities; these will help students develop and demonstrate initiative, critical thinking, problem-solving and creativity — skills that they will need in future careers that are difficult to learn in school.
- **Productivity, accountability, and collaboration.** If possible, provide a project to the student — one that would enable the student to plan his/her time, organize tasks, and work with others, in addition to performing basic workplace tasks.
- **Communication.** If possible, ask the student to present the project to his/her teammates and supervisor, to practice oral communication and presentation skills.
- **Providing feedback to teachers as well as students.** Provide input to the teacher or Work-based Learning Coordinator during supervisory visits to the worksite; provide specific suggestions regarding students' knowledge and skills that could benefit both the intern and other students.

AFTER: ASSESSING SKILLS AND EVALUATING PROGRAMS

For WBL experiences and programs to make a real and lasting impact on students, the learning experience must be robust and the program must be run well. This section discusses assessment and follow-up that helps WBL Coordinators, school districts, and industry partners build lasting relationships and quality programs. For sustainable programs to develop, student assessments should indicate that students are learning the skills they need to be successful. Program evaluations should provide feedback from students, employers and school personnel to provide feedback on the processes and logistics that can make the program successful. Finally, districts are required to adopt a process for evaluation and assessment to ensure WBL experiences are of high quality for the student. This section provides tools your district may choose to use to meet this requirement. They include assessments that promote and document student learning and evaluations of experiences by employers to provide feedback to WBL Coordinators and schools about the efficacy of the experiences.

This section addresses:

- 1) Assessing Student Skills and Reviewing Portfolios
- 2) Evaluating WBL Program Quality
- 3) Promoting Continuous Improvement

1. Assessing Student Skills and Reviewing Portfolios

This section describes assessments that are completed by the students themselves and by supervisors and/or WBL Coordinators. It also discusses the use of portfolios as a form of summative assessment. The portfolio is used to document attainment of WBL course standards and learning objectives set in the student's Personalized Learning Plan and is scored with a holistic rubric.

Student Self-Assessment

The Student Self-Assessment is a critical learning tool for students, in requiring students to think about the opportunities and the degree to which they have attained the standards. This self-evaluation process is useful as a key learning skill in itself, as described in the section on reflection. The self-assessment can be administered at the beginning and at the end of the course. Comparisons with the employer evaluation can also yield important insights.

WBL TOOLBOX:

Student Self-Assessment of Skills for Capstone WBL: May serve as a pre-assessment or a post-assessment of skills, providing a valuable personal snapshot of where students think they are in their development. Most importantly, it will enable them to formulate goals and reflect on their progress.

The Employer Assessment of the Student

At the end of the experience the employer will also be asked to assess the student. The assessment allows the supervisor to provide valuable feedback on the student's performance. This enables the student to learn from the WBL experience and better understand professional expectations.

A rubric is provided to support the employer in this evaluation. All of the standards are described along a four-point continuum. Employers are asked to be candid in assessing students, to provide meaningful feedback.

The WBL coordinator will work with the employer to determine the assessment logistics. As recommended under "Orienting Industry Partners" in DURING: IMPLEMENTING WBL EXPERIENCES, the assessment should be introduced to the employer during the development of the student's Personalized Learning Plan. This way the assessment can guide the learning process and the Partner is also notified in advance that they will be asked to complete the assessment.

WBL TOOLBOX:

Student Skills Assessment Rubric: A feedback tool for WBL Coordinators and employers to assess the skill levels of students through workplace-based or classroom-based experiences.

WBL Coordinator Evaluations and Observations

At the discretion of the LEA, the WBL Coordinator may also use the Student Skills Assessment Rubric together with other processes to evaluate and recognize student performance.

WBL TOOLBOX:

SKEMA: Special education resource for students enrolled in WBL Transitions course (6107) and for students pursuing the Occupational Diploma. SKEMA stands for “Skills, Knowledge, and Experience Mastery Assessment” and may be used by the WBL Coordinator or employer to document student skill attainment.

The WBL Portfolio

Prior sections of this WBL Implementation Guide discussed the activities and projects that could facilitate learning, and how the artifacts students produce and other work samples can be used as a formative learning tool. In this section, the portfolio is discussed as a summative assessment tool. Throughout their WBL experience, students will develop work products, collect employer evaluations, produce original research, write reflections, and give presentations. The portfolio will be used as a selection of artifacts that best document attainment of WBL course standards. Where appropriate an endorsed CTE teacher may assist the WBL Coordinator in assessing a student’s portfolio when the work samples require industry specific knowledge to assess technical skill attainment.

Specific parameters for WBL portfolios may be determined by the LEA as long as course standards are achieved when applicable. Below are some suggested portfolio artifacts.

WBL TOOLBOX: Additional documentation is provided where noted below.

Portfolio Components-Suggested: A list of suggested components that may be included in a WBL portfolio.

Portfolio Rubric: Sample checklist for assessing student portfolios and a matrix for tracking various artifacts.

1) Career Development Materials

- a) Career and educational development plan
- b) Resume
- c) Application for college
- d) Application for employment
- e) Letters of recommendation

2) Documentation of Progress

- a) List of responsibilities or accomplishments achieved throughout the experiences

- b) Periodic journal entries reflecting on tasks and activities (sample **Student Reflection Questions** provided in WBL Toolbox)
- 3) **Work Samples (3-4 may be included)** of materials developed throughout the experience linked to standards and Personalized Learning Plan
- 4) **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
- 5) **Project** encompassing both work samples and writing samples, and culminating in a presentation. (This may substitute for Writing/Research Sample and other Work Samples, if the project will already include these components.)
- 6) **Assessments**
 - **Student Self-Assessment of Skills for Capstone WBL** (provided in WBL Toolbox)
 - Supervisor evaluation and observations (**Student Skills Assessment Rubric** provided in WBL Toolbox)
 - WBL coordinator evaluations and observations as appropriate

The portfolio also may be preceded by:

- **An Introductory letter** written by the student describing the work to be presented and how the samples were selected
- **Table of Contents**

Scoring the portfolio. If the Portfolio is to serve as an assessment instead of simply a compilation of materials, it must also be scored. The intention is that the overall portfolio would provide strong evidence, holistically, that the student has attained the standards. A portfolio rubric has been developed to score the portfolio against the Tennessee WBL Standards. Each of the groups of standards is listed along the vertical axis. A crosswalk is provided to the various components of the portfolio.

The rubric can be customized to meet the portfolio requirements of the district, but the Portfolio must at least address course standards for credit-bearing experiences.

2. Evaluating WBL Program Quality

In addition to assessing student performance, LEAs must evaluate experience and programs to ensure high quality experiences for students and build capacity to serve more students. Program evaluation to ensure quality is required in the Tennessee Department of Education WBL Policy Guide. Building high quality programs and greater capacity not only allows more students to benefit from these capstone level-experiences, but it is also a priority for businesses and supports the economic prosperity of communities.

Industry partners will also be asked to provide feedback on the experience itself, focused on how well they were prepared, and how smoothly the implementation went. The experience is rated on a four-point scale and employers are urged to provide any feedback that could improve the program.

For WBL to take hold and expand to serve more students in meeting the WBL Standards, the LEA itself may seek information to promote ongoing program and systemic improvement. Using a five-part rubric, the LEA and stakeholder can rate the program and systemic change that would support the improvement and sustainability of high quality WBL long term. The "LEA Satisfaction Survey" asks about teacher beliefs related to WBL, teacher and student roles in the classroom, teaching principles, the professional community, leadership, policy, and professional development, among other topics. The aim of the survey is to promote the deep embedding of WBL as an instructional strategy that can support the attainment of standards for students throughout the school district, while also supporting workforce development and benefiting communities.

WBL TOOLBOX: Additional documentation is provided where noted below.

Employer Satisfaction Survey: A survey for employers to provide WBL program feedback for continuous improvement.

LEA Satisfaction Survey: A survey for school and district employees to provide WBL program feedback for continuous improvement.

3. Promoting Continuous Improvement

The goal of the Tennessee Department of Education WBL Standards, Policy Guide, and Implementation Guide is to facilitate high quality work-based learning that benefits students, employers and communities. Beyond strengthening individual programs, the Department of Education encourages processes that will promote “continuous improvement” over time. A continuous improvement process would include educators, industry, and community representatives. All stakeholders engage over time to deepen quality, ensure sustainability, promote spread or expansion, promote buy-in and ownership by all stakeholders, and adapt as necessary to changing need.

A tool has been provided to support this kind of continuous improvement process. It is based on years of research in system improvement in the private sector, but has been adapted to address the development of WBL systems in Tennessee.

WBL TOOLBOX: Additional documentation is provided where noted below.

WBL SAMPLE Program Evaluation Framework 1: Sample framework for districts to assess their own WBL programs and identify opportunities for continuous improvement (one-page version).

WBL SAMPLE Program Evaluation Framework 2: Sample framework for districts to assess their own WBL programs and identify opportunities for continuous improvement (multiple-page version).



[WBL TOOLBOX](#): Supplemental materials available in the online WBL Toolbox



Work-Based Learning: TN Child Labor Law Quick Reference Guide

Work-Based Learning Objective: Safe and Quality Learning Environments

Disclaimer:

This information has been packaged for the use of WBL Coordinators in Tennessee. These slides are intended as general information only and do not carry the force of legal opinion.

There may be a delay between this publication and new areas of enforcement that may not be reflected herein.

For the most up-to-date information or to address specific questions related to allowable placements and requirements, please contact the Department of Labor and Workforce Development (TDLWD):

- Phone: (866) 588-6814, select option 3
- Website: <http://www.state.tn.us/labor-wfd/index.shtml>

“College and Career Ready”



- **Capstone WBL experiences** demonstrate advanced academic, technical and social skills through industry immersion and self-directed experiences to prepare students for life after high school
- **Child Labor Laws** protect students, businesses, and schools when Capstone WBL experiences take place at a business workplace or a student becomes employed by a business for a paid or un-paid work experience

Key TN and Federal Labor Laws

WBL Coordinators are responsible for ensuring conformity with applicable laws relating to Worker's Compensation, Workplace Safety, and Child Labor Laws as they are provided on the TDLWD's website. (*Tennessee Department of Education WBL Policy Guide*)

Applicable labor laws include:

- Tennessee Lawful Employment Act – T.C.A. § 50-1-701
- Wage Regulation Act – [T.C.A. § 50-2-101](#)
- Non-Smokers Act – T.C.A. § 39-17-1811
- Employment of Illegal Aliens Act – T.C.A. § 39-17-1811
- Child Labor Act – [T.C.A. § 50-5-101 – 115](#)

Tennessee Lawful Employment Act

WBL Coordinators:

- WBL Coordinators should be familiar with the requirements of the TLEA to the extent that they ensure all required WBL paperwork is provided to the business
- Employers are ultimately responsible for compliance with TLEA

Employers:

- TLEA imposes employment eligibility verification requirements on Tennessee employers and becomes effective on staggered dates during 2012 and 2013
- Employers may be asked to provide work authorization documents to inspectors
- Tennessee Employers without internet access may receive free assistance with the E-Verify Program by contacting the TN Labor Standards Division at 1-855-TNeBILL or 615-7412247

Tennessee Lawful Employment Act

- Requires Employer Verification Of Employees And Non-Employees
 - Applies To All State And Local Government Agencies
 - Applies To All Tennessee Employers Hiring Employees To Work Inside Or Outside Of Tennessee
- Employers are responsible for compliance by EITHER
 - Verifying workers through the use of the E-Verify system, or
 - Securing one of the 11 documents specifically listed in the state law (such as a valid TN Drivers License, US birth certificate, valid alien registration documentation, etc...)
- For a complete copy of the TLEA, Public Chapter No. 436: <http://www.tn.gov/sos/acts/107/pub/pc0436.pdf>
- For additional information and guidelines concerning the TLEA: <http://www.tn.gov/labor-wfd/eVerify/>

Wage Regulation Act

General Application	<ul style="list-style-type: none">• Covers private employments of 5 or more employees• Complies with the Federal Fair Labor Standards Act (FLSA), which establishes minimum wage, overtime pay, recordkeeping, and youth employment standards.
Rest or Meal Breaks	<ul style="list-style-type: none">• Employees scheduled to work 6 consecutive hours or more shall be provided with a 30-minute rest or meal break unless your position provides ample opportunity as defined in the law
Employment at Will	<ul style="list-style-type: none">• TN law allows either the Employer or Employee to terminate the work relationship at any time without prior notice• Termination decisions may not be based on factors which violate current discrimination laws
Violations & Penalties	<ul style="list-style-type: none">• Employers found to be in violation of the Wage Regulation Act may be subject to a civil penalty of \$500.00 - \$1,000.00 per violation
Payment Notification and Issue	<ul style="list-style-type: none">• Employees must be informed of wages prior to performing the work• Employers must establish, post, and maintain notice of regular paydays in at least 2 locations within the business• Employees must be paid at least twice a month

Wage Regulation Act

Method of Payment	<ul style="list-style-type: none">• Payment may be by Cash or Payroll Check• Employer may mandate Direct Deposit but cannot mandate the Financial Institution chosen by the Employee• Payment may be by Debit Card <i>if</i>: Employee Participation is voluntary, Employee has one free transaction per pay cycle, and Employee has ability to receive all wages earned within pay cycle
Deductions To Earned Wages	<ul style="list-style-type: none">• Employer must have an employee signed written agreement in place• Employer must notify employee in writing 14 Calendar Days prior to any deductions• Employer may not offset wages if employee provides affidavit to employer & the TDLWD within 7 days of receiving notification
Final Paychecks	<ul style="list-style-type: none">• If an employee is terminated voluntarily or involuntarily, all wages or compensation (including vacation provided by company policy) is due on the final paycheck• Final paycheck is to be issued on the next regular payday or within 21 days of separation from the company

Non-Smokers Act



- Smoking is prohibited in all enclosed public places within Tennessee unless they are specifically exempted under the law. T.C.A. 39-17-1803(a)

Exemptions:

- Age-restricted venues for 21 year old and older and require proper ID check at the door
- Hotel-Motel rooms – not to exceed 25% of the total hotel rooms within that hotel and must have separate ventilation system
- Non-Enclosed areas of public places such as outdoor patios, porches or decks
- Other Exemptions are detailed in the Statute

Posting Requirements:

- ALL entrances and exits must be clearly marked with a “No Smoking” sign or the international symbol.
- ALL businesses should develop an action plan to properly handle any person(s) who may violate the law within their business.

Penalties:

- Individuals found in violation of the law can be cited and fined up to \$50.00 plus court costs.
- Employers found in violation of the law can be fined up to \$500.00 per violation.

Employment of Illegal Aliens Act

1. An employer may not knowingly employ, recruit or refer for a fee for employment an illegal alien
2. Complaints filed must be signed and include substantial evidence that a violation has occurred
3. Valid complaint results in an on-site investigation by an Inspector to review proper documentation:
 - Properly Completed I-9 Forms
 - E-Verify Confirmation Results
 - Lawful Verification Information Pursuant to the Federal Guidelines
4. If violations are found:
 - 1st Offense – license(s) suspended until business becomes compliant
 - 2nd or subsequent offense – license(s) suspended for a period of one year

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.

Child Labor Act (cont.)

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*

Minors 14 or 15 years old:

Outside of school, MAY:

- 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

May **NOT** participate in capstone WBL for credit (*TDOE WBL Policy*)

Minors 16 or 17 years old:

MAY:

- **Work until 10:00pm** without a parental consent form, but no later
- 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
- **Work any number of hours per week AS LONG AS** school attendance and grades are **NOT** affected
- Work any number of hours per week when school is not in session
- **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

May participate in capstone WBL for credit (*TDOE WBL Policy*)

Employer Responsibilities:

Rest or Meal Breaks

- 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 breaks.

Employee Files for Minors

- Employers must have the following items in each minor's personnel file at the work location:
- An 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

Proof of Age

- Employer must maintain a copy of one of the following items for proof of age in each minor's employee file:
- Birth Certificate
 - Driver's License
 - State issued ID card
 - Valid Passport
 - Statement of Oath from the Court

Tennessee Department of Labor & Workforce Development

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

The Workplace Regulations & Compliance Labor Standards Unit

(866) 588-6814, option 3

<http://www.state.tn.us/labor-wfd/>



Department of
Education

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork

Section Five: The Student Portfolio

Suggested Components of a Work-Based Learning Portfolio

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/knowning 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

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: _____

Teacher 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

Section Six: Employer Partnerships

Principles for Sustaining Employer Partnerships

(A quick checklist)

1. **Individualize.** Involve them in the way most appropriate for the particular organization. There are lots of roles partners can play: advisory board members, speakers, field trip hosts, mentors, internship supervisors, teacher externship coordinators, curriculum advisors, liaisons to other employers. Match your needs with their resources.
2. **Establish communication channels.** Identify specific points of contact for the partners and high school so there is an established channel of communication to plan activities and work out problems. Partners often become frustrated that they can't find anyone to talk to at a high school. Personal relationships help. So does email.
3. **Value their time.** Where meetings are involved, have an agenda and time limit and stick to them. Identify needed actions and next steps. Partners often complain about the lack of focus and time urgency in school meetings.
4. **Give them jobs.** They are task-oriented people. Their strongest motivator is the sense they are contributing. Make the jobs appropriate to their skills and time availability, but expect them to do things for the program and the students.
5. **Treat them as colleagues.** Teachers are sometimes awed by business people, or contrastingly, quietly disdainful of them. They're just people, working in a different industry. Ask them questions. Learn from their expertise and share yours. Work with them as fellow professionals.
6. **Expose them to students.** Many industry volunteers are people who love kids and may even have wanted to be a teacher (or perhaps were in the past). Their primary motivation is often to help kids. Structure activities so they have contact with students.
7. **Expect change.** Be adaptable. Partners experience staff turnovers and industry adjustments, sometimes at an alarming rate. The people you work with may leave; the company's resources may change. Nothing is permanent. But often you can make adjustments and sustain partnerships.
8. **Anticipate trends.** Read about developments in your career field, learn what jobs are growing and shrinking. Stay ahead of the curve. This helps you to locate new partners to work with and adapt to changes in current ones.
9. **Say thank you.** There are many ways to do this: thank you notes (especially from students), food, recognition at program events, certificates, social events, and publicity for the company.

Employer Guidelines for Working with Interns

Employer Responsibilities

- Complete a learning plan with the student and teacher to:
 - Understand the student's goals and objectives in participating in the internship program.
 - Be clear about internship responsibilities with the student before the internship begins.
- Communicate clear expectations for student behavior:
 - Reiterate the importance of nondisclosure/confidentiality as it applies to your specific department.
 - Reiterate the importance of conduct rules and reasons for immediate termination of internship.
 - Review safety rules and emergency procedures, including the location of emergency exits, fire extinguishers and first-aid kits. (See Orientation Checklist.)
 - Be clear with students regarding specific department procedures.
- Provide ongoing updates and feedback to the student:
 - Be clear with students regarding changes in internship responsibilities.
 - Be clear with students if supervisors or managers change.
 - Review students' work on a regular basis.
 - Provide feedback to students on a regular basis.
- Communicate with the student's teachers or Work-Based Learning Coordinator when he/she makes supervisory visits.
- Complete an assessment on the student's performance at the end of the experience.
- Complete a brief feedback form on the programs to support continuous improvement.

Communication

- Communicate with the teacher, district office, and/or parent at agreed upon intervals and at any time needed.
- Email the Work-Based Learning Coordinator at _____ or call _____ if you have any questions or concerns.

(continued on back)

Tips to Promote Learning

The workplace offers a unique environment for students to learn skills that they may not be able to learn at school — skills that will be critical for their long-term success. Here are some tips for fostering the development of these skills in the students you are supervising.

- **Connecting school and work.** Encourage students to relate their internship experiences back to their classwork, asking questions such as:
 - What kinds of reading, writing and math do you do at school and at work—and how are they similar or different?
 - What skills do you need at work that you can also work on at school?
 - What kinds of things are you good at, or do you like, that you can explore further in school?
 - What could you learn in college that would enable you to pursue a well-paying career in our organization or another organization like ours?
- **Applying math skills.** Encourage students to use math, whether in measurement, counting change, or completing accounting ledgers.
- **Applying reading and writing skills.** Encourage students to read manuals and write memos; do not hesitate to require students to complete work to the expected standards.
- **Learning about careers.** Provide opportunities for the student to be exposed to various departments and functions, including technical departments, marketing, human resources, finance/accounting, etc. by encouraging them to visit, conduct interviews, and/or shadow staff throughout the organization.
- **Learning about the workplace, understanding teamwork, and building relationships.** Provide opportunities for students to participate in staff meetings, project meetings, and other formal and informal exchanges among staff; introduce students to staff and encourage staff to welcome students to join them at lunch and breaks. Informal exchanges are often the best way to learn about an organization's culture.
- **Fostering initiative, critical thinking, and creativity.** If possible, allow students to solve problems on their own, tackle small organizational issues, or take on tasks requiring novel solutions, in addition to carrying out everyday responsibilities; these will help students develop and demonstrate initiative, critical thinking, problem-solving and creativity — skills that they will need in future careers that are difficult to learn in school.
- **Encouraging productivity, accountability, and collaboration.** If possible, provide a project to the student—one that would enable the student to plan his/her time, organize tasks, and work with others, in addition to performing basic workplace tasks.
- **Practicing communication.** If possible, ask the student to present the project to his/her teammates and supervisor, to practice oral communication and presentation skills.
- **Providing feedback to teachers as well as students.** Provide input to the teacher or Work-based Learning Coordinator during supervisory visits to the worksite; provide specific suggestions regarding the student's knowledge and skills that could benefit both the intern and other students.

Employer Satisfaction Survey

Employer Information

Employer Name: _____

No. of employees: _____

Location: _____

Point of Contact Email Address: _____

Industry Sector (Check one):

- | | |
|---|--|
| <input type="checkbox"/> Accommodation and Food Services | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Administration and Management Support Services | <input type="checkbox"/> Mining |
| <input type="checkbox"/> Agriculture, Forestry, Fishing & Hunting | <input type="checkbox"/> Professional, Scientific & Technical Services |
| <input type="checkbox"/> Arts, Entertainment, and Recreation | <input type="checkbox"/> Public Administration |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Real Estate and Rental and Leasing |
| <input type="checkbox"/> Education Services | <input type="checkbox"/> Retail Trade |
| <input type="checkbox"/> Finance and Insurance | <input type="checkbox"/> Transportation and Warehousing |
| <input type="checkbox"/> Health Care and Social Assistance | <input type="checkbox"/> Utilities |
| <input type="checkbox"/> Information | <input type="checkbox"/> Wholesale Trade |
| <input type="checkbox"/> Management of Companies and Enterprises | <input type="checkbox"/> Other |
- _____

Occupational area(s) In which student(s) focused (Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Architecture and Engineering | <input type="checkbox"/> Installation, Maintenance, and Repair |
| <input type="checkbox"/> Arts, Design, Entertainment, Sports, and Media | <input type="checkbox"/> Legal |
| <input type="checkbox"/> Building & Grounds Cleaning & Maintenance | <input type="checkbox"/> Life, Physical, and Social Science |
| <input type="checkbox"/> Business and Financial Operations | <input type="checkbox"/> Management |
| <input type="checkbox"/> Community and Social Services | <input type="checkbox"/> Military Specific |
| <input type="checkbox"/> Computer and Mathematical | <input type="checkbox"/> Office and Administrative Support |
| <input type="checkbox"/> Construction and Extraction | <input type="checkbox"/> Personal Care and Service |
| <input type="checkbox"/> Education, Training, and Library | <input type="checkbox"/> Production |
| <input type="checkbox"/> Farming, Fishing, and Forestry | <input type="checkbox"/> Protective Service |
| <input type="checkbox"/> Food Preparation and Serving Related | <input type="checkbox"/> Sales and Related |
| <input type="checkbox"/> Healthcare Practitioners and Technical | <input type="checkbox"/> Transportation and Material Moving |
| <input type="checkbox"/> Healthcare Support | |

Is this your first time hosting a student?

- Yes No

How many students did you host?

If you have prior experience with school-sponsored work-based learning experiences, please check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> Guest speaker in a classroom | <input type="checkbox"/> Host a job shadow |
| <input type="checkbox"/> Host a worksite visit | <input type="checkbox"/> Host an Intern |
| <input type="checkbox"/> Present at a career fair | <input type="checkbox"/> Other: _____ |

This document is part of the Work-Based Learning Implementation Guide.
For more resources, see the WBL Toolbox: <https://tn.gov/education/article/wbl-toolbox>.

Please indicate your agreement with the following statements, by placing an X/clicking on the boxes below, from “Do Not Agree” to “Strongly Agree”:

PREPARATION	Do Not Agree	Agree Somewhat	Agree	Strongly Agree	Not Applicable
Orientation. I had adequate information about the program goals, structure, and operations, before engaging with students. “I knew what I was getting into.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you chose, “Do Not Agree”, please check here which part(s) of orientation were inadequate: <input type="checkbox"/> Goals <input type="checkbox"/> Structure <input type="checkbox"/> Operations <input type="checkbox"/> Other Please use the comments box below to elaborate and suggest ways we could improve orientation.					
Student preparation. Students came prepared with the threshold levels of academic, technical, and social/personal skills needed to contribute to and benefit from the experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you chose, “Do Not Agree”, please check here which part(s) of student preparation were inadequate: <input type="checkbox"/> Academic <input type="checkbox"/> Technical <input type="checkbox"/> Social/Personal Please use the comments box below to elaborate and suggest ways we could improve student preparation.					
IMPLEMENTATION					
Materials. Materials, such as policies, procedures, and assessments, were available and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you chose, “Do Not Agree”, please check here which materials were inadequate: <input type="checkbox"/> Policies <input type="checkbox"/> Procedures <input type="checkbox"/> Assessments <input type="checkbox"/> Other Please use the comments box below to elaborate and suggest ways we could improve student preparation.					
Interactions with teachers. Interactions with the supervising teacher and other school personnel were helpful and productive (were useful in promoting learning, promoting clarity of expectations, and addressing any concerns). Please use the comments box below to express any qualifications to your rating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time. The time commitment was reasonable and as expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student engagement. Students were engaged and appreciative of the opportunity to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide your overall assessment of the following program elements:

OVERALL ASSESSMENT	Poor	Needs improvement	Fair	Good	Excellent
Overall assessment of preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall assessment of implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall assessment of the value to you as the employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall assessment of the value to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments or suggestions about the program:

Thank you