SDSU CES Linked Learning Professional Certificate
Module B
Work-Based Learning

Syllabus

Course Overview and Description

This two-unit, online module is part of a Linked Learning Professional Certificate, a six-module certificate designed to promote study of the Linked Learning field, critical components of this approach to high school transformation, the growing body of Linked Learning research, and challenges and solutions associated with implementation. *Work-Based Learning* examines the central role of learning experiences outside of the traditional classroom that prepare all students for both college and career.

Work-Based Learning is one among the six learning modules, listed below, in the Linked Learning Professional Certificate:

- ❖ Linked Learning Pathway Design and Delivery
- ❖ Work-Based Learning
- ❖ Authentic Learning and Assessment
- ❖ Using Data in Communities of Practice
- ❖ Backward Mapping from Graduation to the Classroom
- ❖ Essential Collaborations: Industry, Community and Postsecondary Partners

The module follows a weekly schedule of readings, assignments, and discussions. Participants are expected to examine resources, evaluate ideas and evidence, draw conclusions, and collaborate with other participants and colleagues. Work-Based Learning (WBL) is an essential component of the Linked Learning approach. Participants seek to explain why the elements of WBL lead to different and stronger learning outcomes for students, the components of quality WBL, and the necessary systems to make WBL successful in a pathway.

Major Learning Outcomes

- Explain the four types of work-based learning on the continuum found in Work-Based Learning in Linked Learning, and the purposes each serves for various groups of students and at various points in adolescent development.

- Identify the types of student outcomes that work-based learning supports, including Common Core Standards for Literacy and Mathematics.

  - Identify challenges to achieving equity in workplace, school, and technology-based WBL experiences and propose solutions to these challenges.

- Identify the key features of high quality WBL experiences and articulate the rationale behind these features.

- Analyze and suggest improvements to the roles your own school-level staff, policies, and infrastructure play in supporting work-based learning, improvements that are consistent with a set of quality criteria, focus on student outcomes, and provide equitable opportunities for students.

- Perform a job shadow of an industry professional and review the literature to inform the design of work-based learning experiences for your students.

Culminating Project

Each participant must complete one of two options for the culminating experience of this module. Detailed instructions on each option are provided in the Culminating Project section of the course.

Option A: Job Shadow. Identify, contact, and visit an industry professional at their workplace to learn more about the skills and knowledge necessary for professional success in that field. Then reflect on your workplace observations/experience and propose WBL activities that would integrate with curriculum to motivate and engage pathway students.

Option B: *Leaving to Learn* Review
Purchase, read, and review Washor, E. and Mojkowski, C. (2013.) *Leaving to learn: How out-of-school learning increases student engagement and reduces dropout rates*. Portsmouth, NH: Heinemann. Both electronic and paperback copies are available from major online booksellers.

Grading

You can check on your grade any time in the Grades section of the BlackBoard course. The final grade for this module is broken down in the following way:

Culminating Project: 50%
The culminating project is due at the end of Week 4 and will be assessed against the Culminating Project Rubric, which is found on the online course.

Weekly Assignments and Discussions: 50%
All other assignments and class discussions are mandatory and constitute the remaining 50% of your final grade. Each assignment and discussion has equal weight.

Participation, Assignments and Discussion
Practicing effective communication and active exchange of ideas is essential to your success in this course. Your regular and visible participation online, then, is valued and expected as part of this learning community. All communications should be professional in tone as well as quality. Graduate level writing is expected on all assignments and discussion boards.

Plan to log into the course to contribute to the discussions and post assignments at least two to three times a week. Logging in online at the last hour of the last day of each week does not benefit the class, as it prevents others from reflecting on and responding to your contributions before we move on to the next week's topic. You will lose points for this.

The best postings to the discussion board are substantive, pose interesting questions, and offer new insights or information. Few points are earned by posts that simply state "I agree with what Harry said," or restatements of already discussed ideas. You do not need formal citations in your discussion postings unless specifically asked in the assigned discussion forum question or assignment.

In general, the grading for weekly assignments and discussions will be as follows:

90% - 100% = Exceeds expected level of participation and completes all assignment requirements. Contributed more than the minimum required number of postings. Postings are timely, thoughtful, well written, and always add to the level of the conversation.

80% - 90% = Meets expected level of participation and completes all assignment requirements. Postings are timely, thoughtful, well written, and generally add to the level of the conversation

70% - 80% = Meets the minimum required level of participation and completes the assignment requirements. Little evidence of thoughtful insights or valuable new contributions to the discussion. Postings may be too late to allow responses from others.

less than 70% = Does not meet the minimum required level of participation in number and/or quality of postings. Does not meet the requirements of the assignment. Postings may be too late to allow responses from others.

Weekly Topics and Outcomes

Required resources, readings, and assignments/discussions are found under the Week 1-4 sections of the course.

Week 1: The Definition and Foundations of Work-Based Learning (WBL)

LEARNING OUTCOMES
- Define work-based learning in the Linked Learning context.
- Explain the importance of WBL to student learning and achievement.
- Recount the history of work-based learning in the United States and summarize key implications for implementing high quality WBL at significant scale in today's high schools.

Week 2: What does High Quality Work-based Learning look like?

Learning Outcomes
- Explain the four types of work-based learning on the continuum found in Work-Based Learning in Linked Learning, and the purposes each serves for various groups of students and at various points in adolescent development.

- Connect WBL within a Linked Learning approach to achieving key student learning outcomes, including the Common Core Standards for Literacy and Mathematics
- Identify the key features of high quality WBL experiences and articulate the rationale behind these features.
- Assess three work-based learning experiences against the appropriate student outcomes and quality criteria.
- Recommend and justify specific upgrades/improvements to the four sample work-based learning experiences to make them more tightly aligned to student outcomes and/or to otherwise achieve higher quality or more equitable access.

Week 3: Work-based Learning School-Level Support

LEARNING OUTCOMES
- Identify strategies for supporting teachers and teacher teams in using work-based learning as an instructional strategy.
- Evaluate and recommend various techniques to prepare students for individual work-based learning experiences and over time for a sequence of increasingly in-depth work-based learning.
- Articulate the role of principals, counselors, and other school site staff in supporting work-based learning.
- Assess existing school systems for supporting work-based learning experiences that are consistent with a set of quality criteria, focus on student learning outcomes, and provide equitable opportunities to all students.

Week 4: Final Project Delivery and Peer Review

LEARNING OUTCOMES
- Deliver a culminating project that demonstrates theoretical and practical knowledge of work-based learning.
- Reflect on your culminating experience and identify the benefits and challenges of structuring student learning outside of the classroom.
- Provide specific and constructive feedback on another project by completing a peer review.
- Present a reflection on participant accomplishments and growth during this course, and share insights on implementing work-based learning at the course, pathway and larger system levels.

Getting Help
There are several options available to get help at any time during the course.

If the answer to your question is one that everyone in the course would benefit from, post it in the Course Questions discussion forum. All participants are welcome to offer help in response to a post in this discussion forum -- there is no need to wait for the facilitator!

For private questions, email the facilitator and/or ask to schedule a phone or video conference. The facilitator aims to respond to all participant requests within 24 hours during weekdays, and by Monday afternoon for requests made during the weekend.

All participants in the course are credentialed in-service teachers, so please remember that help can come from your peers, as well. Email and call each other, skype, or schedule time in a chat room. You can ask the instructor to be a part of these conversations or interact on your own.

Statement on Cheating and Plagiarism

"Statement on Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses ('Legal Notices on Cheating and Plagiarism') or the University Catalog ('Policies and Regulations')."

Students with Disabilities

"Americans with Disabilities Act (DA) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, contact the Student Disability Services Office (http://www.sa.sdsu.edu/dss/dss_home.html) at (619) 594-6473."

Religious Observances

University Policy on Absence for Religious Observances includes the following statements: "By the end of the second week of the class, students should notify the instructor of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances." Please notify the instructor in a timely manner and a reasonable accommodation will be reached.

Statement that Syllabus is Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to check on announcements.

Culminating Project

Each participant must complete one of two options for the culminating experience of this module.

Option A: Job Shadow. Identify, contact, and visit an industry professional at their workplace to learn more about the skills and knowledge necessary for professional success in that field. Then reflect on your workplace observations/experience and propose WBL activities that would integrate with curriculum to motivate and engage pathway students.

Project Steps
1)   Review Purposes and Expectations of Teacher Job Shadow
Watch the short ConnectEd Promising Practice Videos titled "Teacher Externship" (http://www.connectedcalifornia.org/video/?video=cci) and "Teacher Job Shadow" (http://www.connectedcalifornia.org/video/?video=externship) to get a sense of the purposes and scope for your own teacher job shadow during this course. You will be performing a job shadow at a workplace individually, and not in groups as shown in the second video.

Then review CASN's *Teacher Externship Guide* (http://casn.berkeley.edu/resources.php?r=251) and WestEd's *Teacher Externships: Connecting the Classroom to the Workplace* (http://www.wested.org/online_pubs/rd-09-01.pdf)

2)   Prepare for and Schedule the Teacher Job Shadow
Prepare for and schedule a job shadow experience that fulfills the following requirements:
- Is completed by Wednesday of Week 4
- allows you to observe the industry professional(s) in different job-related tasks and different environments (e.g. office work, meeting with clients, job-site); this can be accomplished in one long visit or over several shorter visits
- allows you to ask the industry professional(s) questions about how industry-specific tasks might lend themselves to high school learning experiences (again, during one visit or through follow-up meetings/communications)

3)   Job Shadow Observations, Related Curriculum Ideas, and Reflection
By Sunday of Week 4, complete the job shadow and any follow-up communications. Use the worksheets and tips in the *Teacher Externship Guide* and From Job Shadow to Performance Task: Interview Tips and Questions to record your observations and guide your conversation with the industry professional.

In the Culminating Project discussion forum, post a detailed write-up of your experience that includes the following:

A. Your observations of the workplace, its different environments, and its behavioral expectations. Discuss how you would prepare students to behave appropriately at this workplace. (10 points)

B. A summary of the skills and knowledge necessary for success in the industry professional's job, and how those skills and knowledge intersect with academic standards and your pathway student outcomes. A table or list of bulleted points is acceptable for this section. (10 points)

C. At least two original industry-themed performance tasks/curriculum ideas based on what you learned during your job shadow. Each idea should be detailed enough to fill at least one-half page of text and include standards and outcomes. (20 points)

D. A reflection on the value of job shadows for you personally, and for pathway teachers in general. What is the ideal use of job shadows for your pathway? (10 points)

Option B: *Leaving to Learn* Review
Purchase and read Washor, E. and Mojkowski, C. (2013.) *Leaving to learn: How out-of-school learning increases student engagement and reduces dropout rates*. Portsmouth, NH: Heinemann. Both electronic and paperback copies are available from major online booksellers.

By Sunday of Week 4, post a review the book on the Culminating Project discussion forum. A review is not a summary; it should highlight key elements in the text and make a recommendation for potential future readers. Because work-based learning (WBL) in Linked Learning pathways is the central focus in this course, make clear in your review what the implications are for pathways.

The objective of the assignment is share insights with your colleagues that will add to everyone's professional growth and development. Structure your review around the following content:

A. What did you find most interesting and/or important in the text? (10 points)

B. What are the implications of what you judged as important and/or interesting for teaching and learning in pathway programs? (10 points)

C. How does what you learned from the text relate to, change the profession's thinking about, and advance our understanding of teachers' roles in learning and teaching? What about the roles of other adults (community members, industry professionals, etc.)? (10 points)

D. What specific, and manageable actions would you take in your pathway, or a pathway you are familiar with, to improve student outcomes after reading the book? (10 points)

E. Are there areas where you believe the book could have been stronger? In other words, what, from your perspective, are the book's limitations? (5 points)

F. Do you recommend that your colleagues read this book? Please provide a substantive explanation, supported by information within the text, for your overall recommendation. (5 points)

Weeks 1-4 Content

Week 1: The Definition and Foundations of Work-Based Learning (WBL)

Work-based learning is an instructional strategy that is essential in preparing all students for success in postsecondary education and careers and is a core component of the Linked Learning approach. The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interactions with industry or community professionals that are linked to school-based instruction. These learning experiences are intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone.

We will spend this week understanding the definition and history of work-based learning to date.

Learning Outcomes
- Define work-based learning in the Linked Learning context.
- Explain the importance of WBL to student learning and achievement.
- Recount the history of work-based learning in the United States and summarize key implications for implementing high quality WBL at significant scale in today's high schools.

Resources

- California Department of Education. *Work experience education (WEE) guide.* Chapter 1, especially Section on History of Work Experience Education History (p.22-8). (https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0C B4QFjAAahUKEwjssb3txPLIAhUPlIgKHW6HBHA&url=http%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fct% 2Fwe%2Fdocuments%2Fweeguide.doc&usg=AFQjCNHFnaOaSq6rW3qbizYkaoV7pDFlVA&sig2=oEJgy nmNHYevUJOonh6MhQ)
- Darche, Svetlana, Nayar, N., and Bracco, K.. (2009.) *Work-Based Learning in California: Opportunities and models for expansion*. WestEd. http://www.connectedcalifornia.org/downloads/WBLReport.pdf
- Grubb, N. and Stern, D. (2007). *Making the Most of Career-Technical Education: Options for California.* Berkeley, CA. Pages 1 – 5. http://www.edpolicyinca.org/publications/making-sense-career-technical-education-options-california

Assignments

1.1 Introductions and Discussion
Post relevant and interesting information about yourself on the Introductions discussion board. Then, in the same post, describe the most impactful learning experience you have had in a workplace environment. What activities were you doing? Who taught you? What did you learn?

Relate your experience to the concept and history of Work-Based Learning (WBL) for secondary students, as discussed in this week's resources (cite the sources in your post). The following are some discussion ideas:

- Why do you think WBL is one of the four defining components of Linked Learning?
- What are the most important benefits, risks and/or challenges to implementing WBL at a large scale?
- What can WBL provide students that is not easily provided in the classroom environment?
- How does the history of WBL development in the United States and California impact how WBL is implemented now?

Reply to at least two other students.

Week 2: What does High Quality Work-based Learning look like?

Learning Outcomes
- Explain the four types of work-based learning on the continuum found in Work-Based Learning in Linked Learning, and the purposes each serves for various groups of students and at various points in adolescent development.
- Connect WBL within a Linked Learning approach to achieving key student learning outcomes, including the Common Core Standards for Literacy and Mathematics
- Identify the key features of high quality WBL experiences and articulate the rationale behind these features.
- Assess three work-based learning experiences against the appropriate student outcomes and quality criteria.
- Recommend and justify specific upgrades/improvements to the four sample work-based learning experiences to make them more tightly aligned to student outcomes and/or to otherwise achieve higher quality or more equitable access.

Resources
- Linked Learning Alliance. (2012.) *Work-based learning in Linked Learning: Definitions, outcomes, and quality criteria*. http://www.connectedcalifornia.org/direct/files/resources/WBL%20Definitions%20Outcomes%20Criteria_pg_120512_v2.pdf
- Rustique, E. and Stam, B (2012). Using Linked Learning to Implement the Common Core State Standards. https://edpolicy.stanford.edu/publications/pubs/661
- Examples of quality WBL and student reactions to quality experiences:
  - Enhancing Project Based Learning. ConnectEd. http://youtu.be/wbcehioyzlY
  - The Build SF Institute's School to Career Program http://www.edutopia.org/build-sf-learning-design-civic-education-video
  - Student Quotes Pasadena http://www.youtube.com/watch?edit=vd&v=6huxoxMQ4OI
  - Envision student documentary of classmates' work-based learning experiences. https://vimeo.com/53978040

Additional Resources (Optional)

- If you haven't already done so, register at ConnectEd Studios (www.connectedstudios.org). Once logged in, go to the WBL section (Toolbox menu (top of main screen) > Work-Based Learning) Explore the Toolkit to find numerous tools and resources for implementing WBL.
- Job Shadowing: A Handbook for Employers
  This Handbook for Employers is for the business sponsoring the job shadowing experience. It contains important information regarding shadowing policies and for creating a successful shadowing experience. http://www.career-connection.org/pdf/work-based/JS-handbook29.pdf
- Student Job Shadowing Manual The student manual is for students to use during and after the shadowing experience. The manual contains worksheets for gathering general information about the shadowing site and a post-shadowing career assignment. http://www.career-connection.org/pdf/work-based/studentjobshadowing.pdf

Workplace-Based WBL Examples

- Adult World Connections: An Internship with Real Impact on Rescuers
  http://www.edutopia.org/high-tech-high-internship-video
- Virtual Job Shadow
  http://www.virtualjobshadow.com/AboutVJS/Demo/
- The DNA of Learning: Teens Tackle Animal Poaching Through Genetics
  http://www.edutopia.org/high-tech-high-biotech-video
- Palmdale High School Health Careers http://connectedcalifornia.org/video/?video=workbased
- "Animating Dreams: Acme Animation" http://www.edutopia.org/acme-animation-mentorship-video

School-Based WBL Types and Examples

School-based Enterprise

- Achieva Credit Union Viking Branch at a high school
  http://www.achievacu.com/personal/about-us/GivingBack/VikingBranch.aspx
- Work-Based Learning Exemplars. National Academy Foundation.
  http://www.txeducationalexcellence.com/docs2/05606_WBL%20Exemplars.pdf
  - Marketing Pro-Bono for the Dallas Farmers Market
  - Financial Preparation = Financial Power
- Social Enterprise.
  - Select one of the Y-Plan videos in the righthand sidebar at
    http://citiesandschools.berkeley.edu/engaging.html
- Technical Mentoring
  - icouldbe.org (related video: http://www.youtube.com/watch?v=pPxK4FRgb3c)
- Service Learning
  - Service Learning Video: National Service Learning Clearinghouse. *Bring Learning to Life*,
 www.**servicelearning**.org/lsa/bring_**learning**/full**video**.php
- Career Related Student Competitions

- FIRST Robotics http://www.usfirst.org/roboticsprograms/ftc Video at http://www.usfirst.org/roboticsprograms/ftc/presstools
- Career Related Student Associations
  - Health Occupations Students of America (HOSA) http://www.hosa.org
- Classroom Speakers and Career Fairs

Technology-Based WBL Examples
- ConnectEd Day in the Life Videos http://www.connectedstudios.org/life_videos
- Animating Dreams: The ACME Animation Program http://www.edutopia.org/acme-animation-mentorship-video
- Virtual Enterprise (Simulated business) http://veinternational.org/
- International Negotiations Simulations http://www.icons.umd.edu/secondary/home
- Career Zone California (Career Videos) http://www.cacareerzone.com/flash/industries.html
- icouldbe (Online mentoring) http://icouldbe.org/
- Career Exploration via Engineer Your Life, Engineering for Girls. http://www.engineeryourlife.org/
- Work-Based Learning Exemplars. National Academy Foundation. Virtual Internship in Engineering & Architecture http://www.txeducationalexcellence.com/docs2/05606_WBL%20Exemplars.pdf

Assignment

2.1: Classify and Upgrade 3 Work-Based Learning Experiences
Before beginning this assignment, carefully read *Work Based Learning in Linked Learning: Definitions, Outcomes & Quality Criteria (*http://www.connectedcalifornia.org/direct/files/resources/WBL%20Definitions%20Outcomes%20Criteria_pg_120512_v2.pdf). You will use the document to guide the assessment of three separate work-based learning experiences.

The three experiences are:
a) A workplace-based experience
b) A school-based experience
c) A technology-based experience
*If at all possible, observe an experience in-person!

Use the WBL Assess and Upgrade Worksheet to record your assessments for this assignment. If you made assumptions about an experience to complete the worksheet (due to insufficient evidence or information) write them down, too. Fill out a separate worksheet for each experience, and save each completed document under a different file name.

For the experiences that you do not observe in person, choose from the provided list of examples. Most describe a student experience, while others are videos or webpages for direct use with students. Attempt to assess experiences that span the full spectrum of WBL – from career awareness to career training.

Post your final worksheets as attachments to share with classmates. In the body of the post, write a brief reflection of what you learned from this activity.

Comment on the work of at least two others. Your comments should focus on questions and suggestions that can improve or add to the proposed upgrade ideas.

Week 3: Work-based Learning School-Level Support

At the school level, a number of people play roles in supporting work-based learning experiences including teachers, teacher teams, administrators, support staff, counselors, and students themselves. While the tasks involved are largely the same, different schools may have different roles defined for supporting work-based learning. This week we explore what is required at the school level to support work-based learning and how different schools choose to provide that support.

Keep in mind that while individual schools and pathways can and do provide robust work-based learning experiences, opportunities for students are exponentially increased when a school district and entire community are engaged in supporting work-based learning as a key part of the Linked Learning approach. Best practices in building a district and community level system of support for work-based learning are outside the scope of this module, but there are resources available – let your instructor know if you are interested.

Remember, your culminating project should be completed and posted by Sunday of next week.

Learning Outcomes
- Identify strategies for supporting teachers and teacher teams in using work-based learning as an instructional strategy.
- Evaluate and recommend various techniques to prepare students for individual work-based learning experiences and over time for a sequence of increasingly in-depth work-based learning.
- Articulate the role of principals, counselors, and other school site staff in supporting work-based learning.
- Assess existing school systems for supporting work-based learning experiences that are consistent with a set of quality criteria, focus on student learning outcomes, and provide equitable opportunities to all students.

Resources
- Work Based Learning Roles and Responsibilities worksheet.
- California Department of Education. *Work experience education (WEE) guide.*
- Tennessee Department of Education. (2015.) *Work-based learning implementation guide.* https://tn.gov/assets/entities/education/attachments/wbl_implementation_guide.pdf

Assignments

3.1: Analyze Your Pathway/School

Read through the *WBL Implementation Guide* and *Work Experience Education Guide* to understand the various roles, responsibilities and tasks for implementing successful WBL at your pathway (or a pathway you are familiar with). For the purposes of this assignment, focus on the pathway or school level, rather than district or regional levels.

Then, using the WBL Roles and Responsibilities worksheet as a guide, trace the ways the adults at your pathway/school support WBL and the students who experience it. In a discussion post, report your findings and discuss the strengths and weaknesses of your observed WBL system in terms of equity, quality, sustainability, and future growth. Recommend practical improvements, remembering to cite your resources.

Reply and provide substantive comments to at least two other students.

Week 4: Final Project Delivery and Peer Review
Congratulations! You have reached the end of the module. This week, you will be submitting a culminating project and reviewing the work of others. As you complete your assignments, reflect on what you have gained over the past four weeks, and how you want to use your knowledge to further pathways.

Learning Outcomes
- Deliver a culminating project that demonstrates theoretical and practical knowledge of work-based learning.
- Reflect on your culminating experience and identify the benefits and challenges of structuring student learning outside of the classroom.
- Provide specific and constructive feedback on another project by completing a peer review.
- Present a reflection on participant accomplishments and growth during this course, and share insights on implementing work-based learning at the course, pathway and larger system levels.

Assignments

4.1: Culminating Project Reflection and Discussion
Complete one of the two culminating project options and post it by Wednesday of Week 4.

By the last day of the course, review at least one other project and comment on the following questions. What lessons do you take away after reading the project? What, if any, new ideas does the project spark for you in terms of WBL? What would you add to the project to make it even stronger?

4.2: Final Course Reflections and Thanks
Please take the time to reflect on the most important concepts and skills you have gained during the past four weeks, and thank those that helped you along the way.

Weekly Calendars

Week 1	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 1.1			Initial post	Respond to other posts		Reply to responses	
Culminating Project	Understand requirements and select option		Option 1: Identify and contact potential leads Option 2: Purchase and begin reading book				

Week 2	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 2.1		Assess an experience	Assess an experience	Finish assignment and post	Comment on other posts	Reply to responses, comment on other posts	
Culminating Project	Continue working on Culminating Project						

Week 3	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 3.1			Initial Post	Comment on other posts		Reply to responses, comment on other posts	
Culminating Project	Continue working on Culminating Project. Conduct job shadow or finish reading book.						

Week 4	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Culminating Project		Complete lesson outlines		Complete draft of project	Final edits. Post project	Peer review at least one other project	
Assignment 4.2							Post final reflection

Learning Experience:
Type of WBL (Career Awareness, Exploration, Preparation, Training): **Explanation:**

Video or Live Observation?	**WBL Context(s) Used (Work-Based, School-Based, Technology-Based):**

How does the experience connect with your district's graduate profile, the College and Career Readiness Framework, and the Common Core? What student outcomes from this experience would be most difficult to achieve with traditional classroom instruction or Project-Based Learning without a work-based component? Why?

ASSESS a Work-Based Learning Experience

Categories of student learning outcomes supported?   **Examples of how they were supported.**

- ❑ Communication
- ❑ Collaboration
- ❑ Creativity and Innovation
- ❑ Critical Thinking and Problem Solving
- ❑ Professionalism and Ethics
- ❑ Initiative/ Self-Direction/ Resourcefulness
- ❑ Workplace Context and Culture
- ❑ Information Management
- ❑ Technology
- ❑ Applied Math

How well did the experience meet the quality criteria?

Criteria	Rating				Examples/Comments
	Not Met	Partly Met	Met Criteria	N/A	
Purpose					
Outcomes					
Relevance					
Connection					
Variety					
Preparation					
Engagement					
Responsibility					
Reflection					

Assessment		
Demonstration		

UPGRADE a Work-Based Learning Experience

Select 1 to 3 of the student outcomes that were not well supported.	Describe upgrades that would support those student outcomes.

Select 1 to 3 of the criteria that were not met or there was no evidence.	Describe upgrades that would meet the criteria.

UPGRADE a Learning Experience for Career Practicum

1. **How could the experience be scaled up to involve more students and still support progress toward the outcomes and meet the criteria?**

2. **How could the experience use additional contexts (workplace, school, technology) to address more of the student outcomes or meet more of the quality criteria?**

3. **What types of support would you need from the pathway team, school or district would make it possible to implement this experience in its upgraded form - support the student outcomes, meet the quality criteria and/or scaled to include more students?**

Work Based Learning Roles and Responsibilities

Students, parents, teachers, administrators, business partners, community non-profits and others involved in work-based learning need tools, resources, and professional development to guide and support their efforts. Listed below are a few of the most critical of roles and responsibilities surrounding the development of safe and productive work based learning opportunities. Please review this list and check who you believe is responsible for each function listed. Be prepared to provide examples and discuss.

	Student	Parent	Teacher	WBL Coordinator	District Office	Community Organization	Advisory Board
Preparation							
▪ Marketing and Outreach to Employers							
▪ Build a strong advisory board							
▪ Orientation to providers preparing them to work with students							
▪ Provide input to the process, projects and type of activity							
▪ Training plan agreement							
▪ Provide compensation for students as appropriate							
▪ Sign legal agreements (MOU's) and have insurance in place							
▪ Prepare students for type of experience							
▪ Training Plan with student learning outcomes							
▪ Orientation for students							
▪ Transportation Plan							
▪ Leverage resources							
▪ Collaborate with school staff							
▪ Provide training to teachers and other school staff							

▪ Maintain insurance and other legal documents							
▪ Collect data and monitor placement							
▪ Act as intermediary and broker experience							
During Experience							
▪ Student participate in the experience							
▪ Transportation plan implementation							
▪ Monitor training plan through site visits							
▪ Provide related instruction							
▪ Make the connection between academic learning and the workplace							
▪ Report problems and issues							
▪ Work closely with the employer and the student to ensure regular and effective communication							
▪ Mentor students and discuss career plans							
▪ Students work on project, problem or presentation as appropriate to the experience							
▪ Journal experience							
▪ Student product produces as appropriate							
After the Experience							
▪ Exhibition or presentation of student work							
▪ Assessment of the experience							
▪ Update portfolio capturing each work-based learning experience							
▪ Reflection							

▪ Participation in celebratory events							
▪ Evaluate and provide feedback of the overall experience							
▪ Provide thank you and recognition							

Work Based Learning Roles and Responsibilities

- articipate in school and workplace experiences
- Develop meaningful learning objectives
- Participate in reflection activities to process workplace learning
- Update portfolio capturing each work-based learning experience
- Complete paperwork and curriculum requirements
- Support successful completion of internship
- Communicate with school personnel to monitor progress
- Participate in celebratory activities
- Provide support for students and employers
- Monitor student performance in the workplace and resolve any issues that arise
- Prepare students for the workplace
- Prepare employers to work with high school students
- Make the connection between academic learning and the workplace
- Work closely with the employer and the student to ensure regular and effective communication
- Maintain and support policies and protocols to make work-based learning a viable method for helping students meet academic standards
- Support teachers' professional development to ensure they maximize the opportunities at the workplace
- Leverage available resources to make sure that work-based learning is supported within small learning communities
- Collaborate with school staff to create learning opportunities for students at the workplace
- Assist students in writing learning objectives
- Train, coach, and guide students while they are involved

- Evaluate student progress toward learning objectives and on workplace skills
- Complete student assessment following internship
- Maintain ongoing communication with teachers
- Review work-based learning activities and curriculum and provide input
- Assist in evaluating the effectiveness of the academy's work-based learning program and recommend improvements
- Connect individually with students around career plans
- Provide support in the classroom around topics relevant to the workplace
- Assist in fundraising to defer additional costs associated with work-based learning activities such as transportation
- Provide internships and other work-based learning experiences
- Recruit businesses and other partners to provide internships and other work-based learning experiences
- Serve as intermediary to connect teachers and other school personnel and students with businesses
- Provide referrals to work-based learning activities, including work experience and internship opportunities
- Assist in preparing youth for the work place
- Assist in supervising student work place experiences
- Subsidize work experience and internships for eligible students
- Coordinate community-wide job shadow days
- Support the development of work-based learning experiences tied to classroom-based academic and technical learning