

# Mississippi Work-Based Learning

## Teacher Resource Guide



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## Introduction

Work-based learning (WBL) is an effective teaching approach used to engage students in real-life occupational experiences, allowing them to connect the knowledge and skills learned in class to the workplace. WBL provides students the opportunity to engage and interact with employers while learning to demonstrate essential employability and technical skills necessary for today's workforce.

Providing high school students with WBL experiences is not a new concept; however, the WBL of today builds on students' academic experience and career interests, rather than simply releasing them from school for work that is unconnected to their education. The increased focus on WBL is also driven by legislation, such as the Carl D. Perkins Career and Technical Education Act (Perkins), Workforce Innovation and Opportunity Act (WIOA) and Every Student Succeeds Act (ESSA), aimed at improving state and local accountability for providing *quality* WBL programs. Perkins defines WBL as:

“sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.”

The purpose of this document is to outline the various opportunities in which students can participate in WBL activities. However, these are suggested models and not meant to limit districts from using other innovative approaches to providing students with WBL experiences.

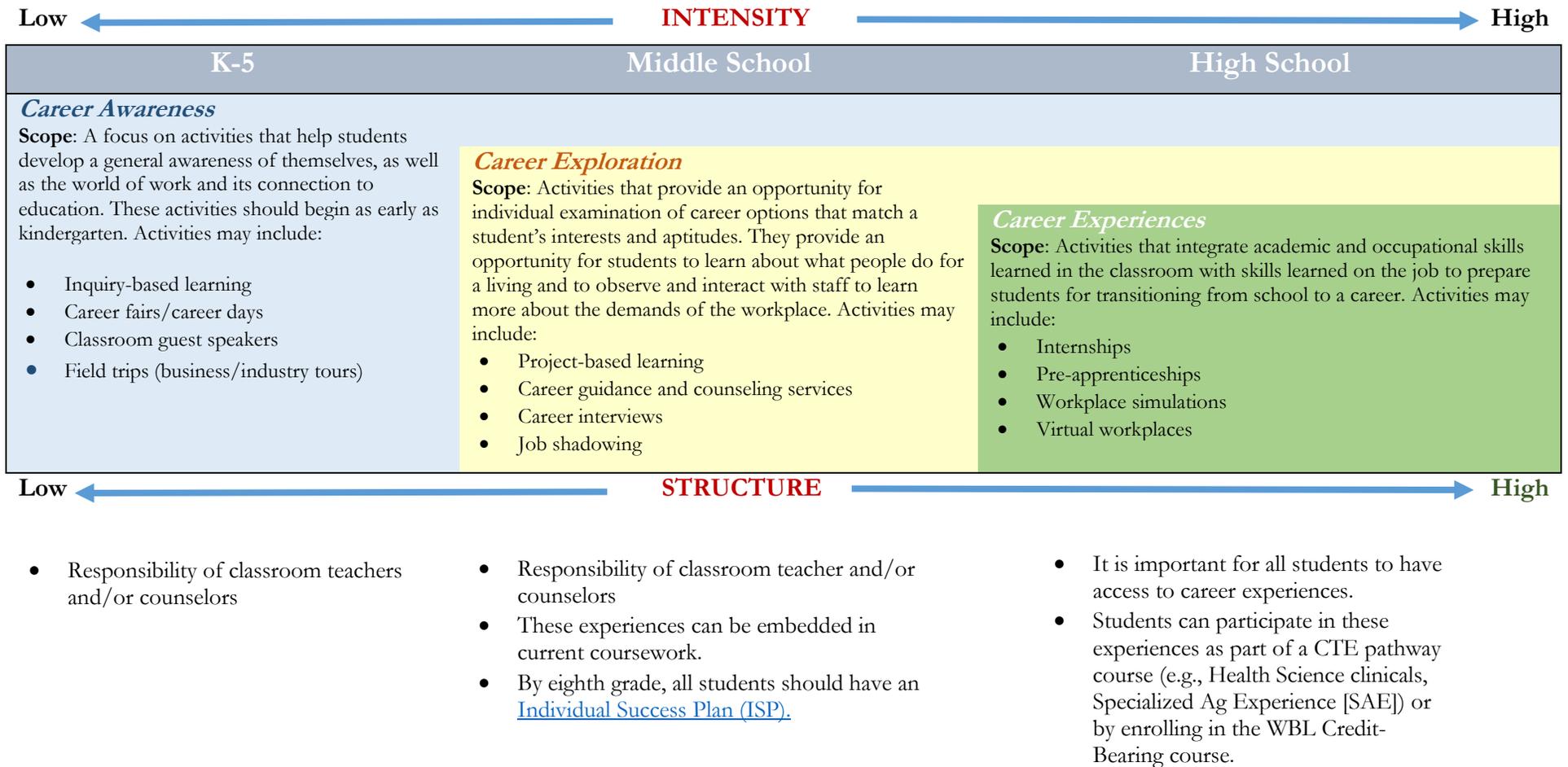
## About This Guide

In its broadest context, WBL is a continuum of career-related experiences that increase in intensity, structure, and scope with each grade level. On the continuum, career awareness activities are the least structured and intense, and career preparation experiences are the most structured and intense. The K-12 Work-Based Learning Continuum on the next page provides a “big picture” of how WBL can be implemented at every grade level.

The purpose of this guide is to suggest some WBL models in which students in all districts across the state can participate in WBL experiences while enrolled in the CTE Work-Based Learning Credit-Bearing course. Some of the models are traditional and some are more innovative, but they all provide quality WBL experiences.

Each section of this guide will provide more details and resources for the various levels of WBL (awareness, exploration, and experience/preparation) across the continuum. This guide will also provide links to more in-depth information when necessary.

## K-12 Work-Based Learning Continuum



## Career Awareness

Although career awareness is the least intense and structured component on the *K-12 Work-Based Learning Continuum*, it is the foundation of WBL. Career awareness activities can occur at any grade level; however, the majority of these activities will take place in grades K-5 because students are developing career beliefs and aspirations during the elementary years (Pulliam & Bartek, 2018).

Career awareness activities are an important aspect of WBL in that they build awareness of a variety of careers and the postsecondary education required for each career field. Career awareness focuses on activities that help students develop a general self-awareness, as well as the world of work and its connection to education. The purpose of career awareness is not to make students choose a career path—it's to broaden students' knowledge of available career choices.

### Career Awareness Learning Outcomes

Students should be able to:

- Describe different careers and the pathways leading to a variety of careers
- Describe how core skills, such as math and reading, are used in the workplace
- Articulate the importance of postsecondary education and training following high school graduation

### Descriptions of Career Awareness Activities

This section of the guide provides details about implementing a variety of career awareness activities.

#### Career/Industry Guest Speakers

These career awareness activities 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.

A good speaker can make a significant contribution to the study of any subject but is uniquely appropriate for career awareness. Speakers sharing career information reinforce the idea that the ultimate goal of education is to prepare students to be successful in the workplace. Career speakers can come from almost any background and represent any concentration area. Classrooms can even virtually connect with quest speakers from all over the world. Guest speakers can also be good contacts for future WBL opportunities, such as job shadowing and internships.

#### Field Trips and Tours

Field trips and tours expand student learning beyond the walls of the classroom and into the local community. These learning experiences outside the classroom provide classes or small groups of students an opportunity to visit business and industry sites to observe first-hand how a variety jobs are performed and to get a *feel* for these workplaces. Field trips and tours may also dispel myths about working in certain environments, such as manufacturing. These activities also inform students of local employment opportunities.

## Career Fairs/Expos

Career fairs/expos provide opportunities for larger groups of students to learn more about several local businesses and industries in one location as opposed to visiting each one. Career fairs allow students to talk to representatives from the various industries and businesses that are participating in the event. Some business and industry participants may also provide demonstrations for students to observe how certain processes are performed. Career fairs may be organized by schools or employers.

## Visits to Career and Technical Education (CTE) Centers

Visits to a CTE center provide an opportunity for students to view the facility and learn about the CTE programs in their district. These visits are typically done in middle school as part of preparing them for the transition to high school. Many CTE centers let current CTE students act as ambassadors and host the younger students.

## Resources for Career Awareness Activities

- [Mississippi Career Development Resource Document](#)
- [Career Awareness Activities for Special Education Students](#)
- [Nepris—virtually connect industry experts to the classroom](#)
- [Mississippi Chamber of Commerce Directory](#)

## Career Exploration

Career exploration and career awareness activities tend to overlap. Students usually engage in career exploration after identifying their career preferences through career awareness activities such as career aptitude or interest assessments. The bulk of career exploration activities should take place in middle school. Career exploration activities:

- Provide an opportunity for individual students to examine career options that match their interests and aptitudes
- Provide an opportunity for students to learn about what people do for a living and to learn more about the demands of the workplace
- Help students set career goals
- Improve the attitudes of students toward their career opportunities
- Improve academic performance

## Career Exploration Learning Outcomes

Students should:

- Understand the skills needed to be ready for college and careers
- Know the skills needed for success in the workplace
- Understand how different elements of a high school academic experience are related to the workplace
- Have a basic knowledge of employability skills
- Be able to articulate the options available and the importance of postsecondary education to achieving career goals
- Connect individual skills and interests to a variety of career pathways

## Examples of Career Exploration

- Job shadowing
- Informational interviews
- Visit to a local WIN Job Center

## Resources for Career Exploration Activities

- [\*Mississippi Career Exploration and Planning Expectations\*](#)
- Mississippi career fairs/expos
  - Northeast Mississippi—[CREATE foundation Career Expo](#)
  - Statewide—[Pathways2Possibilities](#)
- [Candid Careers](#)— offers recorded informational interviews with professionals from all career areas
- [Career OneStop](#)
- [Career Explorer](#)
- [O\\*net Interest Profiler](#)
- [University of California, Berkley Career Center—Informational Interviewing](#)
- Bartleby Research—[Personal Career Exploration Essay Examples](#)
- [Live Career—Career Exploration Tools and Resources](#)
- Applied Educational Systems—[What is Career Exploration and How Do You Teach It?](#)
- [Occupational Outlook Handbook](#) (OOH)

## WBL Credit-Bearing Experiences

WBL career experience/preparation activities are the most intense and structured level of WBL on the continuum. When students engage in these activities, they are applying learning through practical experiences that will best prepare them for success in furthering their education as well as being more marketable to employers. WBL experiences/preparation allow students to integrate skills learned in the classroom with skills learned on the job to prepare them for transitioning from school to a career. Emphasis is placed on skill building; understanding the concept of transferable skills; learning to work as a team member; establishing relationships, ethics, and honesty; and relating personal interests and abilities to real-world career opportunities.

## Types of Credit-Bearing Experience Models

WBL career experiences provide students the opportunity to apply what they learn in the classroom and to practice the [21st century skills](#) necessary to be successful beyond high school and in life. What separates career preparation from career exploration skills is that students are actually doing “real” work over an extended period of time. However, not all career experiences have to take place in a traditional workplace. Districts are encouraged to “think outside the box” when it comes to finding ways to provide these experiences for their students.

### Workplace-Based

Students participate in WBL experiences in actual workplaces outside of school. These experiences include, but are not limited to, internships and pre-apprenticeships.

### School-Based

Students participate in WBL experiences at their school. These experiences include, but are not limited to, school-based enterprises, simulated workplaces, and working at the school.

### Virtual Employment

Virtual employment, also known as telework or working remotely, refers to working in “virtual” spaces, such as an online business. They still do the same work as if they were in a real job, only the job comes to them. Virtual employment offers the flexibility to work from anywhere, anytime.

### Entrepreneurial Ventures

Entrepreneurship experiences assist a student in developing the competencies needed to own and manage enterprises. Students plan, implement, operate, and assume the financial risk in a business that produces and distributes goods or services. Students must maintain complete and accurate records. An entrepreneurial experience provides students with the opportunity to develop the necessary skills and competencies to become established in their own business or to gain employment.

## **Examples of Credit-Bearing Experiences**

This section provides a brief description of WBL credit-bearing experiences.

### Internship

Internships allow students to work for an employer for a limited period of time to learn about a particular industry or occupation that provides students with a learning opportunity of value to the student. This opportunity can be paid or unpaid.

### Clinicals

A clinical is designed to provide for the development of advanced knowledge and skills through hands-on experiences. Typically, this is accomplished through a series of coordinated worksite positions that provide training and unpaid work experience. Clinical experiences are typically a requirement for courses in the health sciences career cluster. Information about the requirements for clinical experiences can be found in course curricula. Once students meet the clinical hours required for the course, the additional clinical hours can be used for the CTE Work-Based Learning Credit-Bearing course provided the additional clinical hours are at least 70 hours.

### Simulated Workplace

A simulated workplace is a classroom that has been transformed into a real-world workplace by emulating business structures, processes, and expectations. Simulated workplaces allow students the opportunity to take ownership of their performance as it impacts the overall success of their education while thriving in an authentic workplace culture. Simulated workplaces also encourage local business and industry experts to join onsite review teams to assist schools in meeting their workforce needs and expectations. Students who have completed a CTE program that is run like a simulated workplace can enroll in the CTE Work-Based Learning Credit-Bearing course if they return for a third year. [\*Simulated Workplace Instructional Approaches and Noteworthy Practices\*](#)

## Apprenticeships

Apprenticeships are a combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level craftsperson or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation.

After completing an apprenticeship program, the worker's journey-level status provides an additional benefit of nationwide mobility at a journey-level scale.

## School-Based Enterprise (SBE)

An SBE is a school-owned business that provides services for students, staff, and/or the community. SBEs provide students with the opportunity work part-time, and they also give students more opportunities to assume managerial or entrepreneurial roles than they have in regular places of employment. SBEs are coordinated and supervised by teachers, such as sponsors of student organizations or CTE teachers. Typically, students acquire the necessary occupational and entrepreneurial skills in elective classes.

## Transition Activities

Transition activities are designed to facilitate community-based instruction, employment experiences, and socialization skills for students with moderate to severe disabilities. The transition activities include both paid and nonpaid training activities for credit and/or completion of the Individualized Education Program (IEP) goals and objectives. Students may receive credit through the CTE Work-Based Learning Credit-Bearing course with appropriate accommodations and modifications in the student's least-restrictive environment.

## Virtual Employment

A virtual enterprise is a cost-effective WBL experience that allows students to virtually interact with an online community of industry professionals without leaving the classroom. For example, videoconferencing can allow for professional input on student work and establish mentoring relationships. Virtual experiences can also broaden WBL options for students whose local or regional economies are limited, enabling many more to engage in experiences that match their interests.

## Entrepreneurship

Entrepreneurship is when students plan and launch a start-up company or product idea involving the development of a business plan, financial plan, and marketing strategy. Entrepreneurial ventures can be implemented as part of a class project or as an individual endeavor.

## Resources for Career Experience Activities

- [UCBerkeleyCareerCtr \(YouTube\)](#)
- [Creating a LinkedIn Profile \(video 15:18\)](#)
- Linked Learning
  - [Work-Based Learning in Linked Learning: Definitions, Outcomes, and Quality Criteria](#)



## Virtual Work-Based Learning

### Introduction

There has been much public conversation around how to translate traditional classroom learning to an online learning environment; however, it is also essential to continue developing valuable employability skills through virtual work-based learning (WBL). Just like traditional classroom learning, it is possible to provide quality WBL experiences in a virtual environment. First, it is important to stress that adapting WBL to a virtual environment should not diminish the quality of the WBL experience. In other words, the definition of WBL is the same regardless of the environment in which it is experienced. Virtual WBL experiences should continue to focus on the essential elements and outcomes that support high quality WBL:

- Enhancing skills and knowledge in a program of study and/or career interest area
- Developing essential and technical employability competencies
- Providing authentic experiences that provide opportunities for quality engagement with industry experts

In addition, online career awareness and career exploration resources (e.g., career assessments, virtual field trips, videos, etc.) are supplements, not substitutes for the authentic WBL experiences described in the *CTE Work-Based Learning Credit-Bearing* course.

### Advantages of Virtual WBL

Virtual WBL provides the opportunity to design a WBL program that is more sustainable and equitable by addressing many of the common barriers to participation, including:

- **Transportation:** Providing WBL in a remote environment can increase the number of students able to access authentic, high-quality work-based learning opportunities in a way that doesn't require transportation.
- **Distance, size, and type of worksites:** Through virtual WBL, students have access to quality WBL opportunities all over the world.
- **Diverse student needs for support and access:** Virtual WBL can support and address the cognitive, emotional, physical, and sensory needs of students who otherwise may not have the opportunity to engage in high-quality WBL.

## Virtual Work-Based Learning Resources

The links in this document are a compilation of resources to assist WBL teachers and coordinators in the development of quality WBL experiences.

### Virtual WBL Essentials

- [Bringing Work Home: A Framework for Virtual Work-Based Learning](#) (Education Systems Center, Northern Illinois University)
- [Comprehensive Guide for Educating on ZOOM](#) (ZOOM)
- [Work-Based Learning Virtual Campus](#) (Buffalo State)

### Remote Teaching Resources

- [Teach from Anywhere](#) (Google, ISTE, United Nations Educational, Scientific, & Cultural Organization, UNESCO Institute for Information Technology in Education)
- [Remote Learning Lessons and Courses for K12](#) (Everfi)
- [Online Teaching and Learning](#) (McGraw-Hill)

### Onboarding

- [7 Examples of Onboarding Videos that Give New Hires a Fun, Strong Start \(Worth Talking About\)](#) (Learnifier)
- [A Detailed Guide for Remote Employee Onboarding \[+Checklist\]](#) (Help Scout)

### e-Mentoring

- [Top eMentoring Software](#) (GetApp)
- [eMentoring Software](#) (Capterra)
- [Social Media and Mentoring](#) (Mentor Michigan)
- [Mentoring Practice Reviews](#) (National Mentoring Practice Reviews)
- [Online Youth Mentoring Programs & Support](#) (Youth Assisting Youth)

### Virtual Work-Based Learning Models and Strategies

- [The Key to Building a Successful Remote Organization? Data](#) (Harvard Business Review)
- [Online Volunteering](#) (CareerVillage)
- [Center for Apprenticeship and Learning \(JFF\)](#)
- [Resources for Transitioning to Remote Work](#) (TechSmith)
- [Acing the Online Job Interview](#) (The NY Times, August 3, 2020)
- [Video - How to look Good on a Video Call](#) (11:51) (March 31, 2020)
- [Remote Working: Setting Yourself and Your Teams Up for Success](#) (LinkedIn Learning)
- [Remote Internships 101: Your Guide to Creating and Managing a Remote Internship Program](#) (Parker Dewey)
- [Co -creating Virtual Work -Based Learning and the Next Generation STEAM Workforce](#) (LinkedIn Learning)

### Virtual Career Exploration

- [7 Ways to Build Work Readiness from Your Couch](#) (Neuropsychology & Education Services for Children and Adolescents)
- [Career & Technical Education Enters a New \(Remote\) Era](#) (WorkplaceLess)
- [Career Exploration for Every Stage of Development \(Virtual Job Shadow\)](#)

- [Collection of Videos on Hundreds of Different Careers](#) (Career One Stop)
- [Virtual Field Trip](#) (AG Explorer)
- [The Career Index Plus \(TCI+\)](#) (Workforce Innovation Technical Assistance Center)
- [The Pathway](#) (Find the Pathway)
- [Careers Opportunities for Individuals with Disabilities.](#) (Equal Opportunities Publications)
- [Connecting Industry to Every Classroom](#) (Nepriis)
- [Virtual Industry Tours](#) (Nebraska Career Clusters)
- [Career Exploration Interest Inventory](#) (Road Trip Nation)
- [50 Videos for Career Path Explorations](#) (KQED).
- [Career Exploration Videos](#) (Khan Academy)

## Additional Resources

### Financial Literacy

- Mississippi Achieves [College and Career Ready Course on Personal Finance](#)
- Everfi (everfi.com) [Virtual financial literacy courses](#)
- Next Gen [Personal Finance](#)
- [Free resources for your personal finance class](#)
- Practical Money Skills [Lessons: Grades 9-12](#)

### College Preparation

Get2College

- [Plan, Prepare, and Pay for College](#)

Federal Student Aid

- [Free Application for Federal Student Aid \(FAFSA\)](#)

CollegePrep 101

- [College Preparation Needs](#)

### Mobile Apps

Search in mobile app store [e.g., Play Store for Android, App Store for IOS] to download apps.

Apps for Career Exploration

- [CareerInfo](#)
- [Job Scout](#)
- Career OneStop Mobile

Apps for Interview Preparation

- Virtual Speech – VR Courses
- JobPro: Get Prepared!
- JobPro: Get Hired!

Apps for Success on the Job

- Mobile Soft Skills
- JobPro: My Life

Apps for Entrepreneurship

- Business Inc 3D

Apps for Interpersonal Skills

- I Meet Myself

## Apps for Higher Order Thinking

- Alt G

## Glossary of Terms

<b>All students</b>	The term <i>all students</i> means both male and female students from a broad background, including disadvantaged, diverse racial, ethnic, or cultural backgrounds; disabled; limited English proficiency; migrant children; students who face circumstances that can jeopardize their ability to complete school; and academically talented students.
<b>Authentic work experience or worksite</b>	A structured WBL experience, in which a student can work a minimum of 70 hours in a work-related environment, that fosters in-depth, first-hand engagement with the tasks that support the student’s career goals as outlined in his or her Individual Success Plan (ISP). The experience provides opportunities for a student to practice applying classroom instruction and 21st century skills.
<b>Apprenticeship</b>	A combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level craftsman or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation. After completing an apprenticeship program, the worker's journey-level status provides an additional benefit of nationwide mobility at a journey-level scale.
<b>Assessment</b>	The process of measuring performance against a set of standards through examination, practical tests, performance observation, and/or the completion of portfolios of work and assignments
<b>Basic skills</b>	Academic and personal abilities that are necessary for success in school and the workplace
<b>Bureau of Labor Statistics (BLS)</b>	The principal fact-finding agency for the federal government in the broad field of labor economics and statistics. The BLS is an independent national statistical agency that collects, processes, analyzes, and disseminates essential statistical data to the American public, the U.S. Congress, other federal agencies, state and local governments, business, and labor. The BLS also serves as a statistical resource to the U.S. Department of Labor ( <a href="https://www.bls.gov">bls.gov</a> ).
<b>Career Academy</b>	A school-within-a-school that offers students academic programs organized around broad career themes
<b>Career and technical student organizations (CTSOs)</b>	An extracurricular group for students in CTE pathways to further their knowledge and skills by participating in activities, events, and competitions. For more information about CTSOs, please visit the Mississippi Department of Education (MDE) website, <a href="https://www.mdek12.org/CTE/SO">https://www.mdek12.org/CTE/SO</a> .
<b>Career aptitude and interest assessment</b>	An assessment that can help students choose a career path that is compatible with their interests, skills, values, and personality
<b>Career awareness</b>	A focus on activities that help students develop a general awareness of themselves and the world of work and its connection to education. These activities should begin as early as kindergarten. Activities may include: <ul style="list-style-type: none"> <li>• Career fairs/career days</li> <li>• Classroom guest speakers</li> <li>• Field trips (business/industry tours)</li> </ul>
<b>Career clusters</b>	A group of jobs and industries that are related by skills or products. Within each cluster, there are career pathways that correspond to a collection of courses and training opportunities to prepare students for a given career.
<b>Career development continuum</b>	Most people experience four overlapping stages in their career selection and preparation process: career awareness, career exploration, school site career

	preparation, and work site career applications.
<b>Career exploration</b>	<p>Activities that provide an opportunity for individual examination of career options that match a student's interests and aptitudes. They provide an opportunity for students to learn about what people do for a living and to observe and interact with work-based staff to learn more about the demands of the workplace. Activities may include:</p> <ul style="list-style-type: none"> <li>• Career guidance and counseling services</li> <li>• Career interviews</li> <li>• Job shadowing</li> <li>• Research papers/projects</li> </ul>
<b>Career fair</b>	An activity designed to expose students to multiple career pathways and help them match their interests and abilities to potential career options
<b>Career-focused field trips</b>	Students take tours of local businesses to learn about career opportunities and pathways within career clusters.
<b>Career guidance and counseling</b>	Programs that (a) provide career awareness, career planning, and career decision-making information; (b) assist individuals in making and implementing informed educational and occupational choices; and (c) help students develop career options with regard to equity.
<b>Career pathway</b>	A series of structured and connected education programs and support services that enable students, often while they are working, to advance over time to better jobs and higher levels of education and training
<b>Career preparation</b>	Activities that integrate academic and occupational skills learned in the classroom with skills learned on the job to prepare students for transitioning from school to a career. Emphasis is placed on skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, ethics and honesty, and relating personal interests and abilities to real-world career opportunities.
<b>Career-related student competitions</b>	Activities that require students to demonstrate mastery of career-related skills through juried presentations or competitions. Presentations represent the culmination of student and team efforts. These competitions are often conducted through CTSOs.
<b>Career speakers</b>	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
<b>Certification</b>	The provision of a certificate or award to individuals, indicating the attainment or enhancement of a skill, certain skills, or knowledge, usually as a result of a training system that features modular components which build upon one other, and a competency-based assessment process
<b>Classification of Instructional Programs (CIP)</b>	<p>A code system of instructional programs with the purpose of facilitating the organization, collection, and reporting of fields of study and program completions</p> <p>CIP codes can be found at:  <a href="https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56">https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56</a></p> <p>A crosswalk between CIP codes and SOC codes can be found at:  <a href="https://www.onetonline.org/crosswalk/CIP/">https://www.onetonline.org/crosswalk/CIP/</a></p>

<b>Community service/volunteering/service learning</b>	Students participate in volunteer experiences that teach them responsibility, community involvement, and an awareness of the needs of others. Community service may not directly connect the knowledge and technical skills learned in the classroom.
<b>Competency</b>	Indicates the ability to perform the activities within an occupation to the set standard. It may incorporate the ability to apply the relevant skills and knowledge to new situations within the occupational area as well as generic skills.
<b>Core competencies</b>	Indicate the capabilities for performing activities that are common across occupational areas and can be built upon during the span of career development.
<b>Credential</b>	Verification of an individual's qualification or competence issued by a third party with the relevant authority to issue such credentials
<b>Curriculum integration</b>	A method of teaching academic and career/technical occupational subjects that shows the relationships among the disciplines
<b>Disability</b>	Any individual meeting qualifications under the 1990 Americans with Disabilities Act
<b>Dropout</b>	A student who leaves school before graduating
<b>Embedded activities</b>	Noncredit-bearing WBL activities may be embedded into existing courses or the school day and should be used by the local education agency (LEA) to: <ul style="list-style-type: none"> <li>• Facilitate the development and updating of the student's plan of study</li> <li>• Promote postsecondary and career awareness</li> <li>• Prepare students for increasingly independent WBL experiences</li> <li>• Provide students with a valuable professional skill set and documented evidence of their abilities</li> </ul>
<b>Employability Skills</b>	A set of skills and behaviors that are necessary for every job. Employability skills are sometimes called soft skills, foundational skills, work-readiness skills, or job-readiness skills.
<b>Entrepreneurship</b>	Students plan a start-up company or product idea involving the design of a business plan, financial planning, and marketing strategy as an activity or class project.
<b>Free Application for Federal Student Aid (FAFSA)</b>	Form to apply for financial aid for college or graduate school <a href="https://studentaid.gov/h/apply-for-aid/fafsa">https://studentaid.gov/h/apply-for-aid/fafsa</a>
<b>Get2College</b>	Provides resources, support, and training for students, their families, and educators around the state to increase the number of students statewide getting to and through college <a href="https://get2college.org/">https://get2college.org/</a>
<b>High performance workplace</b>	A workplace that empowers workers to participate and fully utilize their skills and knowledge. Such workplaces are characterized by flexible and decentralized production techniques, employee empowerment, a strong emphasis on continuously improving work performance, continual training to upgrade skills and employees' ability to function effectively in a problem-oriented environment, and increasing integration of tasks through work teams and the identification of workers with their products and services.
<b>Individual Success Plan (ISP)</b>	An education plan detailing the courses necessary for a high school student to successfully prepare for graduation and transition into a profession or postsecondary educational experience. Each student in Mississippi schools must have an ISP personalized to meet his or her educational and career goals.
<b>Industry-driven project-based learning</b>	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 <i>laboratories</i> . These experiences offer an important form of WBL when students do not otherwise have access to actual workplaces. This strategy can be used for credit through the Career Practicum course.
<b>Industry sector</b>	A group of companies operating in the same segment of the economy or sharing a similar business type
<b>Informational interviewing</b>	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 or her current position. Informational interviewing benefits students by giving them direct contact with an employer, offering them an opportunity to practice their interview skills, displaying their interest, and gathering valuable information.
<b>Internship</b>	The position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience.
<b>Job rotation</b>	A periodic transfer through a wide variety of positions and tasks requiring different skills and responsibilities (e.g., all aspects of the industry)
<b>Job shadowing</b>	A career exploration activity for late middle school or early high school in which the student follows an employee at a workplace for 1-8 hours to learn about an occupation or career pathway of interest. No credit is granted to the student.
<b>Labor market information (LMI)</b>	LMI includes all quantitative or qualitative data and analysis related to employment and the workforce. The goal of LMI is to help customers make informed plans, choices, and decisions for a variety of purposes, including business investment decision-making, career planning and preparation, education and training offerings, job search opportunities, hiring, and public or private workforce investments. Mississippi's LMI can be found at the Mississippi Department of Employment Securities (MDES) website: <a href="https://mdes.ms.gov/information-center/labor-market-information/">https://mdes.ms.gov/information-center/labor-market-information/</a> .
<b>Local Workforce Development Area (LWDA)</b>	LWDA administrators are responsible for administering the Workforce Innovation and Opportunity Act (WIOA) services as designated by the governor. Factors that are considered in designating these LWDA's include geographic location, population, and commonality of labor market areas. Mississippi's LWDA can be found at the MDES website: <a href="https://mdes.ms.gov/i-need-a-job/job-searching-resources/workforce-innovation-and-opportunity-act/local-workforce-development-areas/">https://mdes.ms.gov/i-need-a-job/job-searching-resources/workforce-innovation-and-opportunity-act/local-workforce-development-areas/</a> .
<b>Mentors</b>	School site mentors are professionals employed by the school designated as the student advocate working in consultation with teachers, counselors, and employers. Workplace mentors are employers or designated employees at a workplace who direct the student in mastery of employment skills.
<b>Mississippi WBL Program Quality Standards</b>	Standards developed by the MDE Office of CTE and Workforce Development are used to measure WBL program quality. The standards can be found in the <i>2020 Work-Based Learning: Credit-Bearing Course Guidelines</i> . The Guide can be downloaded from <a href="https://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx#565630-">https://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx#565630-</a>

	<a href="#">enhancement-courses</a>
<b>Networking</b>	Networking involves having a <i>career conversation</i> with someone for the purpose of exploring careers or job searching.
<b>National Employment Matrix</b>	A crosswalk between <a href="#">industry</a> sectors and <a href="#">occupations</a> developed by the BLS as part of its ongoing Employment Projections (EP) program. Data from the matrix underlie information on occupational employment growth presented in the <i>Occupational Outlook Handbook</i> ( <a href="https://www.bls.gov/ooh/">https://www.bls.gov/ooh/</a> ).
<b>North American Industry Classification System (NAICS)</b>	The standard used by federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy <a href="http://www.census.gov/eos/www/naics/">http://www.census.gov/eos/www/naics/</a>
<b>O*NET</b>	The nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. <a href="https://www.onetonline.org/">https://www.onetonline.org/</a>
<b><i>Occupational Outlook Handbook (OOH)</i></b>	An online publication containing information on hundreds of occupations in the United States. Updated every two years by the BLS, the OOH is a rich resource for those seeking career guidance. Website: <a href="https://www.bls.gov/ooh/">https://www.bls.gov/ooh/</a> or Download app: <a href="https://www.bls.gov/ooh/about/app.htm">https://www.bls.gov/ooh/about/app.htm</a>
<b>On-the-job training</b>	Hands-on training in an occupational skill in the work-based curriculum
<b>Portfolio</b>	A collection of work documenting a student's employability skills.
<b>Postsecondary education</b>	Refers to formal education and training available at two- and four-year colleges, technical institutes, corporate training programs and apprenticeship training, and other union-related educational opportunities
<b>Problem-solving skills</b>	Skills that enable individuals to analyze problems, identify problem severity, and assess the impact of alternative solutions
<b>School-based enterprise</b>	A school-based business enterprise exists within the school to provide services for students and/or staff. No additional credit is awarded for participation in this experience; the credit exists within the related course. Examples of a school-based enterprise include a store and a credit union.
<b>Senior project</b>	The senior project and career research paper are designed for students to research a topic or career interest in a specific career pathway. They serve to guide the student in learning about the college preparation and skills training needed to be successful in that pathway. No additional credit is awarded for participation in this experience; the credit exists within the related course.
<b>Service learning</b>	This refers to students learning and developing through integrated classroom and service activities. Students utilize the skills and knowledge they are acquiring in their classes to make a positive difference in their schools or communities. Service learning provides real-life application of academic knowledge and skills to real-life community or school needs.  Service learning must be carefully differentiated from volunteerism and/or community service. Service learning is community service that directly connects to the knowledge and skills learned in classrooms. In service learning, the interwoven service and learning outcomes derive from a singular, distinct pedagogy.

<b>Skill</b>	A combination of perceptual, motor, manual, and intellectual social abilities. The nature of tasks usually requires a combination of these and usually also requires the application of cognitive and psychomotor functions together with appropriate knowledge. Skill is cumulative (i.e., it is built up gradually with repeated practice) and sequential (i.e., each part is dependent on the previous part and influences the next).
<b>Skill certificate</b>	An industry-recognized credential certifying that the holder has demonstrated mastery of a core set of content and performance standards related to a specific occupational cluster
<b>Skill standard</b>	The identification of the knowledge, skill, and level of ability needed to satisfactorily perform a given job. These standards may be specific to a given occupation, cross occupational lines, or apply to groupings of occupations. This concept of skill standards can be tailored to any industry to reflect its particular needs and economic environment.
<b>Special populations</b>	Individuals with disabilities; individuals from economically disadvantaged families, including low- income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in <a href="#">section 725 of the McKinney-Vento Homeless Assistance Act</a> ; youth who are in, or have aged out of, the foster care system; and youth with parents on active duty in the armed forces.
<b>Standard Occupational Classification (SOC) system</b>	The system used by federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. Occupations with similar job duties, skills, and education or training are categorized together. <a href="http://www.bls.gov/soc/classification.htm">http://www.bls.gov/soc/classification.htm</a> A crosswalk between CIP codes and SOC codes can be found at: <a href="https://www.onetonline.org/crosswalk/CIP/">https://www.onetonline.org/crosswalk/CIP/</a>
<b>Student engagement</b>	Refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education
<b>Student reflection</b>	A method for students to make meaning of what they are learning—and a way for instructors to provide them feedback.
<b>Student skills assessment rubric</b>	Instrument used to measure a student’s level of proficiency in employability skills
<b>Telework</b>	The practice of working from home, making use of the Internet, email, and the telephone. Telework offers the flexibility to work anywhere, anytime. Working remotely allows for getting the job done in unforeseen circumstances and unconventional places
<b>Training agreement</b>	One of the most important tools available to the work-based learning effort. A written outline of the knowledge, skills, and attitudes the student will or should acquire during their WBL experience. The training agreement is jointly developed by the WBL teacher-coordinator and worksite supervisor through the analysis of the tasks and duties made available to the student.
<b>Training stations</b>	Workplaces that provide quality learning experiences that are compatible with students’ career goals.
<b>Work-based learning (WBL)</b>	WBL takes place at both the work site and school site and is an initiative to make lifelong career development easier and more natural by linking learning at school

	to application of learning at the work site.
<b>Work-based learning teacher/coordinator</b>	The work-based learning teacher/coordinator is the key to the success of any WBL program. Effective teacher/coordinators are self-starters able to plan their work, organize time, evaluate outcomes, and manage resources. Through the successful operation of a work-based learning program, WBL teacher/coordinators help students with varying occupational objectives to develop useful employment skills.
<b>Workforce Innovation and Opportunity Act (WIOA)</b>	The WIOA is landmark legislation designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.
<b>Workers' compensation</b>	Workers' compensation is essentially a no-fault insurance plan mandated by state law, supervised by the Workers' Compensation Commission, and paid for entirely by employers. The Workers' Compensation law guarantees the payment of certain medical and wage loss benefits to persons injured on their the job. The Mississippi Workers' Compensation Commission supervises and monitors claims. An employer covered by the law is required to secure the payment of workers' compensation benefits to its employees.
<b>Worksite supervisor</b>	An employer or mentor who provides supervision, guidance, and encouragement to students and is involved in coaching career skills as indicated on student's WBL Training Agreement.
<b>Youth apprenticeship</b>	A multi-year program combining school- and work- based learning in a specific occupational area designed to lead directly into either a related postsecondary program, an entry- level job , or a registered apprenticeship program.

# CTE Work-Based Learning Credit-Bearing Course Toolkit

## Sample Forms

# Sample Application for Enrollment

**PLEASE PRINT OR KEY ALL INFORMATION REQUESTED EXCEPT SIGNATURE.**

Date _____				
Student Name:				
Last	First	Middle	Maiden	
Present Address				
Number	Street	City	State	Zip
Home Telephone (    )			Cell Telephone (    )	
Age	Date of Birth        -        -			
Do you have a driver's license? <input type="checkbox"/> Yes <input type="checkbox"/> No    Do you have access to a car/other mode of transportation? <input type="checkbox"/> Yes <input type="checkbox"/> No				
CTE Courses completed or enrolled in:				
Career Objective: 1 <sup>st</sup> Choice _____ 2 <sup>nd</sup> Choice _____ 3 <sup>rd</sup> Choice _____				
Parent/Guardian Name(s)			Parent/Guardian Phone #1 (    )	
			Parent/Guardian Phone #2 (    )	
Parent/Guardian Address				
Street	City	State	Zip	
Indicate the type of setting or business in which you prefer to work: ( <i>Example</i> : office, retail, manufacturing, virtual, school, etc.)				
First Choice _____ Second Choice _____				
Are you interested in summer employment? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Do you intend to further your formal education after high school? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Are you under a doctor's care? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Do you have any health problems that would interfere with your regular attendance on a job? <input type="checkbox"/> Yes <input type="checkbox"/> No				
If yes, please explain: _____				
_____				
Previous Work Experience (List most recent position first.)				
<i>List as references the names of three teachers who can attest to the quality of your work. One must be your current or previous occupational teacher.</i>				
1. _____ (Teacher)				
2. _____				
3. _____				

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To the student:

When you enroll in the WBL Credit-Bearing Course, you indicate that you are sincerely interested in putting forth your best efforts to receive a WBL experience. If you accept this responsibility, please sign in the space provided.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

To the Parent/Guardian:

Do you consent to your child enrolling in the WBL Credit-Bearing Course, providing transportation, and agree to cooperate in making the work-based learning experience the greatest possible benefit to your child? If so, please indicate your support and approval with your signature.

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

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*To Be Completed by Supervising Teacher.*

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Current Attendance Record: No. Absences \_\_\_\_\_ No. Tardies \_\_\_\_\_  
Current Disciplinary Record: Total Reports \_\_\_\_\_ Cumulative GPA: \_\_\_\_\_

**List courses that may have prepared the student for participating in WBL:**

1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

Verified By \_\_\_\_\_  
(Counselor/School Administrator/ Supervising Teacher)

Status of Application:       Pending       Approved       Not Approved

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**The (*Name of Recipient/LEA*) does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entities.**

**Director, Office of Human Resources  
Mississippi Department of Education**

**Worksite Selection Check Sheet**  
**(Completed by Supervising Teacher Prior to WBL placement)**

**Worksite:**

**Worksite Employee Sponsor Name:**

**Address:**

**Telephone:**

**Date of Interview:**

**Person Interviewed:**

**Job Classifications Available:**

**Job Entrance Tests: ( ) Yes ( ) No What Types?**

**Skill Standards Required:**

Directions: After reading the questions below, place a check (✓) in the appropriate column for your response.

	Yes	No	N/A
Is the attitude of the employer conducive to effective cooperation with the school in the operation of work-based learning?			
Are there provisions for a range of on-the-job experiences?			
Are the equipment and facility be satisfactory?			
Is the employer willing to work with the teacher to develop a training agreement for a specific career objective?			
Does the potential worksite employee morale seem conducive to satisfactory relationships for students?			
Does the instructional potential of the worksite seem satisfactory?			
Is the worksite satisfactorily located?			
Will the monetary compensation be adequate?			
Are the wages to be paid to students comparable to that paid to other beginning learners in the position?			
Is there evidence of progressive skill-building opportunities?			
Did the employer ask to see a transcript or be provided with documentation of acceptable academic performance and attendance?			
Does the employer agree to cooperate with the school to train a student?			
Does the employer agree to rotate the student through various job processes upon reaching the proficiency level required for satisfactory performance in the career?			

	Yes	No	N/A
Does the employer agree to observe all applicable child labor and wage laws and follow the Office for Civil Rights regulations?			
Does the employer agree that the student will not displace a full-time worker?			
Does the employer agree that the student will work a minimum of seventy (70) hours during the school year in which the student is enrolled in the WBL Credit-Bearing course?			
Does the employer agree to objectively evaluate the standards demonstrated by the student on skills identified in the training agreement?			
Does the employer agree to train the student during school release time?			
Is the worksite within reasonable travel distance of the school?			
Does the worksite meet other criteria as outlined in the Work-Based Learning Credit-Course Operation Guide?			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# Interview Evaluation Form

Student Interviewed: \_\_\_\_\_ Career Objective/Pathway: \_\_\_\_\_

	Above Average	Average	Poor
Appearance			
Personality			
Desire to be enrolled in the program			
Concept of program's purpose			

Summary of student's interests, abilities, and adaptability relative to career objective:

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Student's plans following high school: \_\_\_\_\_

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Work experience: \_\_\_\_\_

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Reaction when asked if he/she would change personal appearance to become an intern: \_\_\_\_\_

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Reaction to student organization: \_\_\_\_\_

---

Possible WBL Employment Experiences Sites: \_\_\_\_\_

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Comments: \_\_\_\_\_

# Training Agreement

**Student Name:** \_\_\_\_\_ **School Name:** \_\_\_\_\_  
**Student MSIS Number:** \_\_\_\_\_ **WBL Teacher/Coordinator:** \_\_\_\_\_  
**Student Phone:** \_\_\_\_\_ **WBL Teacher/Coordinator Email:** \_\_\_\_\_  
**Student DOB:** \_\_\_\_\_ **WBL Teacher/Coordinator Phone:** \_\_\_\_\_

**Worksite Location:** \_\_\_\_\_ **Worksite Address:** \_\_\_\_\_  
**Supervisor/Mentor Name:** \_\_\_\_\_ **Start Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_  
**Supervisor/Mentor Phone:** \_\_\_\_\_  
**Supervisor/Mentor Email:** \_\_\_\_\_

## Type of Experience:

Business/Industry  School-Based Enterprise  Entrepreneurship  Simulated Workplace  Virtual Employment  Apprenticeship  Service-Learning Project  Other (explain) \_\_\_\_\_

## Job Description:

## Competency Profile for Employability Skills

*The employability skills below are essential in every work environment throughout one's career. Please discuss and review these skills at least twice during this work-based learning experience, in a first, baseline review and in a second review near the end of the work-based learning experience. (Two reviews to capture growth -- Be objective!)*

## Scale Key

- 0 = No Evidence: Needs to have a strategy to develop this skill
- 1 = Developing: Developing this skill; learning to address challenges related to this skill
- 2 = Competent: Demonstrates some of performance expectations; aware of the importance of this skill
- 3 = Proficient: Consistently demonstrates performance expectations; shows initiative to learn about, enhance or apply this skill
- 4 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

Skill	Performance Expectations	Reviews		Comments
		Use Scale Key		
<b>1. Collaboration and Teamwork</b>	<ul style="list-style-type: none"> <li>• Builds effective collaborative working relationships with colleagues and customers</li> <li>• Able to work with diverse teams,</li> <li>• Contributes appropriately to the team effort</li> <li>• Negotiates and manages conflict;</li> <li>• Learns from and works collaboratively with individuals representing diverse cultures, ethnicities, ages, gender, religions, lifestyles, and viewpoints</li> <li>• Uses technology to support collaboration.</li> </ul>	Rev #1		
		Rev #2		
<b>2. Initiative and Self-Direction</b>	<ul style="list-style-type: none"> <li>• Takes initiative and is able to work independently as needed</li> <li>• Looks for the means to solve problems</li> <li>• Actively seeks out new knowledge and skills</li> <li>• Monitors his/her own learning needs</li> <li>• Learns from his/her mistakes</li> <li>• Seeks information about related career options and postsecondary training.</li> </ul>	Rev #1		
		Rev #2		
<b>3. Communication</b>	<ul style="list-style-type: none"> <li>• Comprehends verbal, written, and visual information and instructions</li> <li>• Listens effectively</li> <li>• Observes non-verbal communication; articulates and</li> </ul>	Rev #1		

Skill	Performance Expectations	Reviews Use Scale Key		Comments Notes, goals, and reflections for Review #1 and Review #2
	<p>presents ideas and information clearly and effectively both verbally and in written form</p> <ul style="list-style-type: none"> <li>• Uses technology appropriately for communication.</li> </ul>	Rev #2		
<b>4. Professionalism and Ethics</b>	<ul style="list-style-type: none"> <li>• Manages time effectively</li> <li>• Punctual;</li> <li>• Takes responsibility</li> <li>• Prioritizes tasks</li> <li>• Brings tasks and projects to completion</li> <li>• Demonstrates integrity and ethical behavior</li> <li>• Acts responsibly with others in mind</li> </ul>	Rev #1		
		Rev #2		
<b>5. Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Demonstrates originality and inventiveness in work</li> <li>• Communicates new ideas to others</li> <li>• Integrates knowledge across different disciplines.</li> </ul>	Rev #1		
		Rev #2		
<b>6. Quantitative Reasoning</b>	<ul style="list-style-type: none"> <li>• Uses math and quantitative reasoning to describe, analyze, and solve problems</li> <li>• Performs basic mathematical computations quickly and accurately</li> <li>• Understands how to use math and/or data to develop possible solutions.</li> </ul>	Rev #1		
		Rev #2		
<b>7. Critical Thinking and Problem Solving</b>	<ul style="list-style-type: none"> <li>• Exercises sound reasoning and analytical thinking</li> <li>• Makes judgments and explains perspectives based on evidence and previous findings</li> <li>• Uses knowledge, facts, and data to solve problems.</li> </ul>	Rev #1		
		Rev #2		
<b>8. Technology</b>	<ul style="list-style-type: none"> <li>• Selects and uses appropriate technology to accomplish tasks</li> <li>• Applies technology skills to problem solving</li> <li>• Uses standard technologies easily</li> <li>• Able to quickly access information from reliable sources online</li> </ul>	Rev #1		
		Rev #2		
<b>9. Information Management</b>	<ul style="list-style-type: none"> <li>• Is open to learning and demonstrates the following information gathering skills</li> <li>• Seeks out and locates information; understands and organizes information</li> <li>• Evaluates information for quality of content, validity, credibility, and relevance</li> <li>• References sources of information appropriately.</li> </ul>	Rev #1		
		Rev #2		
<b>10. Workplace Context and Culture</b>	<ul style="list-style-type: none"> <li>• Understands the workplace's culture, etiquette, and practices</li> <li>• Knows how to navigate the organization</li> <li>• Understands how to build, utilize, and maintain a professional network of relationships</li> <li>• Understands the role such a network plays in personal and professional success.</li> </ul>	Rev #1		
		Rev #2		

## Competency Profile for Workplace & Career Specific Skills

Select three to five skills that will be a focus for this work-based learning experience. Choose from the following lists or identify other skills relevant to the specific workplace or career goals. [Skill definitions](#) are listed at the end of the document. More skill definitions can be found on [O\\*Net](#).

### Career/Engagement Skills

Active Learning  
Customer Service  
Industry Knowledge  
Information Management  
Leadership  
Project Management  
Public Speaking / Presentations  
Teaching/Instructing  
Time Management

### Digital Literacy

Computer Technology  
Database Use  
Graphic Design  
Media Literacy  
Photo Editing  
Software Development  
Spreadsheet Use  
Web Development

### Applied Academic

Applied Mathematics  
Reading  
Research and Analysis  
Writing

### STEM and Related Concepts

Engineering Design Process  
Research and Analysis  
Scientific Literacy

### Technical/Career Specific Skills

Applied Arts and Design  
Blueprint Reading  
Child Development  
Cooking / Culinary Arts  
Equipment Operation  
Landscaping  
Maintenance / Repair / Painting  
Medical Office Skills

Skill	Skill Definition	Reviews		Comments Notes, goals, reflections for Review 1 and Review 2
		Use Scale Key		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		

### Comments & Signatures

<b>Review #1</b>	<b>Review #2</b>
------------------	------------------

Participant Signature: \_\_\_\_\_  
Supervisor Signature: \_\_\_\_\_  
Staff Signature: \_\_\_\_\_

Participant Signature: \_\_\_\_\_  
Supervisor Signature: \_\_\_\_\_  
Staff Signature: \_\_\_\_\_

## **Skills and Skill Definitions**

<b>Active Learning</b>	Cultivating a practice of active learning by seeking out information, observing, asking questions and reading.
<b>Applied Arts and Design</b>	Applying design concepts and art techniques to workplace projects. Gain fluency in the techniques relevant to workplace projects, such as sketching, drawing, painting, mixed-media, collage, calligraphy, or other techniques.
<b>Applied Mathematics</b>	Applying mathematics to workplace situations; using mathematical thinking (such as looking for patterns, drawing graphs or applying geometry concepts) to analyze work projects. Demonstrating fluency with numbers, business math, measurement and basic calculations.
<b>Blueprint Reading</b>	Reading and understanding blueprints, being able to locate specific information or measurements related to current tasks.
<b>Career Awareness</b>	Actively seeking information about careers; using this work experience to build awareness of career opportunities and educational opportunities in this career area. Though special projects and/or end-of-internship presentations, demonstrating awareness of the roles of professionals, volunteers, and others in this career area.
<b>Child Development</b>	Providing guidance and support to help children to participate in and learn from lessons, projects and activities, while helping to maintain a safe and nurturing environment. Role model appropriate behavior by being polite, being positive, and using appropriate language.
<b>Information Management</b>	Gathering and organizing information. Paying attention to accuracy of information; making sure that information is complete; avoiding duplication.
<b>Computer Technology</b>	Using computer software applications and computerized equipment to perform work tasks.
<b>Cooking / Culinary Arts</b>	Following professional standards in the preparation of food, including planning, preparation, food safety and related tasks.
<b>Creativity</b>	Generating ideas, projects or products that take a fresh approach; applying artistic and creative skills to everyday work projects.
<b>Customer Service</b>	Communicating a positive attitude, empathy, energy and helpfulness to customers or co-workers and providing the assistance customers or co-workers need. Listening to, understanding and responding to customer needs.
<b>Design Principles and Graphic Design</b>	Understanding and applying design theory. Developing an eye for design. Learning and applying concepts of color, contrast, scale and typography.
<b>Engineering Design Process</b>	Applying a series of steps that guides engineering teams as they solve problems. The design process is iterative, meaning that engineers repeat the steps as many times as needed, making improvements along the way as they learn from failure.
<b>Early Childhood / Math Literacy</b>	Encouraging children to learn and practice basic math literacy by counting, measuring, using a calendar, noticing shapes, noticing patterns and doing simple calculations. Looking for natural connections to math concepts within children's activities.
<b>Early Childhood / Reading Literacy</b>	Encouraging reading literacy skills by participating in story-time and other reading-related activities and by naturally incorporating new vocabulary, writing, words and letters into various aspects of children's activities.

<b>Engineering Concepts</b>	Participating in various aspects of projects being worked on by engineers including brainstorming, concept design, diagnostics and general problem solving.
<b>Entrepreneurial Thinking</b>	Gathering information and generating ideas to support business planning; making decisions and organizing work to support the mission and goals of an entrepreneurial project.
<b>Environmental Literacy</b>	Demonstrating understanding of environmental issues applied to the workplace. Responding to customer questions about environmental issues; learning about environmental issues through special projects or research applied to the workplace.
<b>Equipment Operation</b>	Working with machinery and equipment; safely operating, maintaining, storing, and (if applicable) repairing equipment.
<b>Fashion Merchandising</b>	Selecting and dressing mannequins; selecting outfits for display; selecting colors and sizes for display; maintaining retail displays.
<b>Food Safety</b>	Following safety guidelines for storing, preparing, and serving food, based on industry standards. Following industry standards for the safe use of tools and equipment. Good communication, time management, and a comfortable pace of work are essential to creating a safe environment.
<b>Health Literacy</b>	Learn about, analyze, and communicate about health and wellness issues, including nutrition, exercise, healthy lifestyles and other issues related to personal and community health.
<b>Horticulture and Plant Knowledge</b>	Demonstrating knowledge of garden plants, weeds and invasive species through successfully performing professional tasks include transplanting, watering, weeding and invasive plant removal.
<b>Landscaping</b>	Use plants, hardscape, pathways, seating, signs and other features to create attractive and functional outdoor spaces.
<b>Leadership</b>	Lead, motivate, direct and mentor others to support work on workplace projects, classroom activities and community programs.
<b>Maintenance / Repair / Painting</b>	Work in a team to maintain, repair and improve buildings and building systems. Plan and schedule projects, respond to customer requests for maintenance and professionally complete projects.
<b>Media Literacy</b>	Applying communication skills, creative thinking, critical thinking, artistic skills and technical skills to use media to share ideas, promote events, provide entertainment and expression, build avenues of communication and build community.
<b>Medical Office Customer Service / Interacting with Patients</b>	Interact comfortably with patients, greet each patient; professionally escort patients to the lab, office, physical therapy workout room or other locations. Respect the diversity and confidentiality of each patient.
<b>Medical Office Skills</b>	Show professionalism and careful attention to detail in performing office tasks, including: – Pulling charts for upcoming patients. – Assisting with photocopying. – Scheduling patient appointments. – Making and organizing patient files. – Filing insurance and patient paperwork.
<b>Medical Office Vocabulary</b>	Becoming familiar with the vocabulary used in a clinical setting. Using knowledge of vocabulary when conducting web searches and other research tasks.
<b>Menu Planning and Nutrition</b>	Demonstrating knowledge of nutrition, health, food choices and diet; applying this knowledge to menu planning and choice of ingredients.

<b>Peer Leadership</b>	Organizing and leading projects for other teens; demonstrating commitment to communicating, sharing information, and acting as a role model for others. Role modeling appropriate behavior by being polite, being positive, and using appropriate language. Encourage others to participate in activities by demonstrating active participation.
<b>Photo Editing</b>	Formatting pictures for use in publications and websites, including adjusting file size and canvas size, and applying cropping and color adjustments.
<b>Project Management</b>	Using formal and informal methods and tools to keep track of projects step-by-step. This may include using checklists, calendars, stylesheets, project notebooks and other tools as needed by the project.
<b>Reading</b>	Using reading comprehension skills when reading workplace materials. Using strategies to learn new vocabulary and learn about unfamiliar words, phrases and concepts.
<b>Research and Analysis</b>	Gathering and analyzing information through surveys, data collection, experiments, online and print sources and other methods.
<b>Retail Sales</b>	Assisting customers with selection of products. Comfortably building rapport when meeting customers. Supporting customer buying decisions by sharing information about the company products. Representing the company in a professional manner at all times. Respecting the confidentiality and diversity of all customers.
<b>Scientific Literacy</b>	Following professional standards for science lab or science classroom internships. Understanding and following lab procedures. Following safety procedures. Modeling scientific observation and experimentation skills.
<b>Self-Advocacy</b>	The practice of setting goals and identifying supports and strategies for achieving goals. In workplace experiences, taking initiative to find the most effective way to learn and master workplace skills and tasks. In career exploration, taking initiative to understand one's own interests, strengths and weaknesses and researching and identifying possible career paths.
<b>Software Development</b>	Planning, developing, testing and updating computer applications and software. Understanding the development process, including computer programming and coding skills.
<b>Teaching and Instructing</b>	Teaching information, concepts or skills to others, including children, peers, co-workers or customers. Effective instruction includes both presenting information, concepts and skills to others and following through to see that they are able to understand and apply what was taught.
<b>Time Management</b>	Establishing a healthy, comfortable and productive approach to using time. Time management includes: (a) thoughtfully and systematically deciding what tasks to do in what timeframe; (b) maintaining a steady, safe and comfortable pace of work; and (c) developing habits and approaches that lead to a comfortable pace of life (i.e., not rushing, being late or missing deadlines).
<b>Industry Knowledge</b>	Understanding the context for your work, including industry trends, technology, planning and management issues, staffing and financial issues and other aspects of the industry. Understanding that having experience in many different aspects of the industry helps people to build successful careers.
<b>Web Development</b>	Developing, maintaining and updating websites using a variety of tools and techniques.

**Writing**

Using effective writing, editing and visual presentation skills to communicate with various audiences in the workplace.

## Student Skills Assessment Rubric

<b>Skills</b>	<b>Level 1 Developing</b>	<b>Level 2 Competent</b>	<b>Level 3 Proficient</b>	<b>Level 4 Advanced</b>	<b>Skill Level (0-4)</b>
<b>Collaboration and Teamwork</b>	Comfortable working with friends or like-minded individuals from similar backgrounds. Has difficulty negotiating conflicts.	Works well as a team member when roles and goals are clearly defined. Sometimes able to negotiate conflict to achieve an intended result.	Builds effective collaborative working relationships with colleagues and customers; works collaboratively with individuals representing diverse cultures, ethnicities, ages, gender, religions, lifestyles, and viewpoints. Contributes appropriately to team efforts and manages conflict. Uses technology to support collaboration.	Models behaviors, including sensitivity to cultural, generational and personality differences that promote collaboration and working productively as a team. Negotiates and manages conflict to achieve an intended result.	
<b>Initiative and Self-Direction</b>	Completes assigned tasks with normal supervision if familiar but requires constant supervision to complete unfamiliar tasks.	Completes assigned tasks without constant supervision if familiar with task and begins to self-monitor progress.	Routinely displays initiative and is able to work independently as needed to complete assigned tasks, looks for the means to solve problems and learns from mistakes. Keeps supervisor informed of progress and seeks information about related career options and postsecondary training.	Actively seeks out new knowledge and skills; uses knowledge of self-motivation and self-regulation in completing assigned tasks and monitors own learning needs.	
<b>Communication</b>	Speaks in familiar vernacular regardless of audience or purpose, assumes understanding when listening.	Learning to adjust speech based on audience, setting and the purpose of communication. Sometimes checks understanding by asking questions when listening.	Comprehends verbal, written, and visual information and instructions; listens effectively; observes non-verbal communication; articulates and presents ideas and information clearly and	Helps others attend to differences in audience, purpose and setting, including cultural differences, to create opportunities to improve communication. Seeks to	

			effectively both verbally and in written form. Uses technology appropriately for communication.	clarify and share information with peers.	
<b>Leadership and ethics</b>	Dresses and acts “professional” based on experience. May not take responsibility for mistakes or misconduct. Completes assigned tasks when the task is familiar and without unexpected obstacles. Has difficulty accepting constructive criticism.	Shows a beginning awareness of the importance of managing time and persisting in the face of obstacles to complete tasks. Accepts constructive criticism. Makes visible efforts to imitate professional etiquette, standards and ethical behavior. Does not consistently shirk responsibility for mistakes or misconduct.	Demonstrates integrity, ethical behavior and is punctual. Routinely uses time-management skills to overcome obstacles and complete assigned tasks on time and to agreed-upon standards; acknowledges mistakes and accepts responsibility for actions. Requests feedback on performance.	Is able to articulate and model the fundamental importance of standards and ethics and acts responsibly with others in mind. Helps co-workers manage time and overcome obstacles and helps create shared sense of accountability among co-workers to supervisors and customers for delivering work on time and to agreed-upon standards.	
<b>Creativity and innovation</b>	Approaches tasks in familiar ways, tends to be stuck repeating familiar ways even when they are not productive.	Occasionally will offer an idea about different ways to do something and will try a different approach when things do not turn out as expected.	Demonstrates originality and inventiveness in work. Regularly looks for ways to be more efficient or productive in assigned tasks	Regularly looks for ways to improve products or services and communicates new ideas to others; inspires, and encourages others to look for ways to be more efficient or productive in assigned tasks.	
<b>Quantitative Reasoning</b>	Has difficulty performing basic mathematical computations and is unable to determine appropriate mathematical calculations to solve a problem.	Performs basic mathematical computations and sometime able to determine appropriate basic mathematical calculations needed to solve a problem.	Performs basic mathematical computations quickly and accurately; understands how to use math and/or data to develop possible solutions to solve problems	Uses advanced math and quantitative reasoning to describe, analyze, and solve problems.	
<b>Critical thinking and</b>	Accepts information given without questioning sources and occasionally relies on	Sometimes questions sources or reasoning behind a claim when encouraged. Occasionally uses reasoning	Consistently exercises sound reasoning and analytical thinking. Makes judgments based on evidence and	Able to explain perspectives based on evidence and previous findings and demonstrate to others how to	

	experiences to solve problems.	and evidence in problem-solving situations.	previous findings and uses knowledge, facts, and data to solve problems.	evaluate the quality of sources and reason from evidence in both familiar and novel problem-solving situations.	
<b>Technology</b>	Uses familiar technologies in familiar ways. Little interest in learning new uses of familiar or new technologies.	Sometimes willing and able to learn new uses of familiar and new technologies and shows interest in learning how to determine what is most appropriate.	Routinely uses and learns new uses of familiar and new technologies. Selects and uses the most appropriate technology for a particular use. Applies technology skills to problem solving and is able to quickly access information from reliable sources online.	Teaches others how to use technologies and explains to others the criteria for judging the appropriateness of particular technologies for specific tasks.	
<b>Information Management</b>	Able to access information from familiar sources. Has difficulty organizing or evaluating information accessed.	Shows interest in learning how to access information from unfamiliar sources and sometimes uses provided criteria to evaluate and organize information.	Open to learning new technology. Able to apply information gathering skills to locate, understand, and organize information. Evaluates information for quality of content, validity, credibility, and relevance.	Frequently called on to assist or explain to others how to locate, understand, organize and/or evaluate the quality and relevance of information from multiple sources and references sources of information appropriately.	
<b>Workplace Context and Culture</b>	Responds to familiar people and situations and seldom asks questions about workplace practices or career pathways. Comfortable switching among familiar behaviors or roles but uncomfortable with unfamiliar changes in the environment.	Makes an effort to adapt to the unfamiliar changes in the environment and to understand the workplace's culture. Follows safety procedures and occasionally asks questions about other workplace practices.	Understands the workplace's culture, etiquette, and practices; knows how to navigate the organization. Routinely asks about workplace practices and safety issues in addition to following safety procedures. Adapts to changes in the environment and is flexible in taking on different roles and responsibilities as required.	Notices changes in the environment that require adaptation or flexibility and helps others explore ways to adapt or be flexible to achieve an intended outcome. Understands how to build, utilize, and maintain a professional network of relationships; and understands the role such a network plays in personal and professional success.	



# Proof of Insurance and Emergency Contact Form

## Insurance Information

Please note the intern's health insurance coverage below:

Name of Insurance Plan: \_\_\_\_\_

Insurance Card ID/Policy # \_\_\_\_\_

Expiration Date: \_\_\_\_\_

Please attach photocopy proof of insurance.

## Emergency Contact Information

Please provide the name, address, and telephone number of two persons who may be contacted in the event of an emergency:

Name and Relationship: \_\_\_\_\_

Street Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_ Cell: \_\_\_\_\_

E-mail: \_\_\_\_\_

Name and Relationship: \_\_\_\_\_

Street Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_ Cell: \_\_\_\_\_

E-mail: \_\_\_\_\_



**Record of Supervising Teacher Site Visits**  
**(Teaching and Training)**  
**(Early Childhood Education)**

**Intern** \_\_\_\_\_ **Internship Supervisor** \_\_\_\_\_

*The Internship Supervising Teacher will visit the intern at the Education and Training Internship site at least twice a month. The following document is designed for the Supervising Teacher to use in recording site visits. The following “Activity Codes” are suggested for a quick reference of the activities observed during the visit.*

<b>Activity Code</b>	<b>Purpose of Visit</b>
<b>I</b>	Observing Intern
<b>L</b>	Observing Learners
<b>A</b>	Aide Activity (Stapling, Grading, etc.)
<b>R</b>	Preparing Instructional Resources/Bulletin Boards
<b>W</b>	Working with Learners
<b>TS</b>	Teaching Small Group
<b>TL</b>	Teaching Large Group/Class
<b>SG</b>	Supervising Small Group
<b>SLG</b>	Supervising Large Group/Class
<b>O</b>	Other:

<b>Date</b>	<b>Code</b>	<b>Comments</b>

## Student Skills Assessment Rubric

Skill	YES (✓)	NO (✓)	N/A (✓)	If NO, please provide an explanation.
<b>Communication</b>				
Follows instruction				
Understands written instructions				
Able to communicate verbally to be understood				
Able to communicate to be understood through writing				
Asks questions				
<b>Creativity and Problem Solving</b>				
Able to recognize problems when they arise				
Uses available resources to solve problems				
Seeks supervisory help when appropriate				
Looks for ways to be more efficient or productive				
<b>Attitude and Teamwork</b>				
Works well with others				
Is enthusiastic about work				
Accepts suggestions/criticisms				
Demonstrates good customer service skills				
Is courteous and friendly				
Controls emotions				

Skill	YES (✓)	NO (✓)	N/A (✓)	If NO, please provide an explanation.
<b>Technology</b>				
Is the student able to operate equipment necessary to fulfill their job responsibilities?				
Is the student able to determine the most appropriate technology for a particular use without being told?				
Does the student demonstrate industry-specific technical skills				
<b>Mathematical Concepts</b>				
Selects and applies relevant mathematical concepts to solve problems and perform expected tasks				
Accurately performs basic mathematical computations quickly				
At the time of this evaluation, would you consider this student to be employable?				
<b>Locating and Using Information</b>				
Able to locate information related to job				
Understands how to use job-related information				
Able to identify the next step in a process				
Reads and comprehends graphical materials to solve work-related problems				
<b>Initiative and Self-Direction</b>				
Reports to work when scheduled				
Arrives to work on time				
Arranges for lateness or time off in advance				

<b>Skill</b>	<b>YES (✓)</b>	<b>NO (✓)</b>	<b>N/A (✓)</b>	<b>If NO, please provide an explanation.</b>
Takes initiative to fulfill job responsibilities				
Demonstrate interest in their work				
Manages time effectively				
Dresses appropriately for work				
Produces work that is accurate and neat				
Shows thoroughness in work				
Works independently when necessary				
Is able to prioritize work				
Meets deadlines				
Adapts well to change				
Is flexible in taking on different roles and responsibilities				