

Work-Based Learning Teacher/Coordinator

[27.480]

An individual who holds an endorsement in agricultural education, business, marketing, and computer education, family and consumer sciences, health careers, or technology education may qualify for designation as a Work-Based Learning Teacher/Coordinator by meeting the additional standards set forth in this Section.

STANDARD 1

The competent work-based learning teacher/coordinator understands work-based learning and interprets it to administrators, faculty, students, parents, employers, and community members.

Knowledge Indicators - *The competent work-based learning teacher/coordinator:*

- 1A. understands the rationale for integrating work-based learning activities into the curriculum.
- 1B. understands career awareness/exploration, employment acquisition (including electronic processes), job retention, basic skills development, and leadership development.
- 1C. understands the roles and responsibilities of students, school, and work-site in the work-based learning experience.
- 1D. understands local, State, and national programs for work-based learning.
- 1E. understands liability, risk management, and labor laws: OSHA requirements, work site safety and child labor and wage laws, and liability provisions (school, employer, student).
- 1F. understands the role of work-site supervisor.

Performance Indicators - *The competent work-based learning teacher/coordinator:*

- 1G. articulates differences among work-based learning opportunities, including job shadowing, internship, cooperative work experience, and apprenticeship as they relate to local resources and needs.
- 1H. develops collaborative partnerships with students, colleagues, community, business/industry, unions, and parents to maximize resources.
- 1I. markets work-based learning programs to appropriate constituents.
- 1J. secures and develops work-based learning sites.
- 1K. supports and instructs others in school-to-work connecting activities.
- 1L. has been employed in the workforce in an occupation other than teaching.

STANDARD 2

The competent work-based learning teacher/coordinator demonstrates the ability to plan, develop, implement, supervise, and evaluate work-based learning activities and programs.

Knowledge Indicators - *The competent work-based learning teacher/coordinator:*

- 2A. understands pedagogy and educational research relating to content and work-based learning.
- 2B. understands the relationship among workforce studies, labor market data, public and private sector statistics, educational research, and work-based learning.

Performance Indicators - *The competent work-based learning teacher/coordinator:*

- 2C. develops training plans, training agreements, and training evaluation instruments.
- 2D. designs connecting activities that reinforce school-based learning.
- 2E. integrates workplace skill instruction into all work-based learning curriculum.
- 2F. uses labor market information, Illinois Learning Standards, (see 23 Ill. Adm. Code 1. Appendix D), the Illinois Occupational Skill Standards (see Sections 27.400 (a) (1) (C), 27.410 (a) (1) (C), 27.430 (a) (1) (C), 27.440 (a) (1) (C), and 27.460 (a) (1) (C) of this Part), advisory committee input, and appropriate resource materials in developing curriculum.
- 2G. places students in work sites aligned with their career objective.
- 2H. keeps records on students' attendance, performance, and achievement of competencies.
- 2I. adheres to liability, risk management, and labor laws: OSHA requirements, work site safety and child labor and wage laws, and liability provisions (school, employer, student).
- 2J. relates to workplace issues and problems, i.e., ethics, stakeholder values, sexual harassment.
- 2K. conducts occupational/job analysis.
- 2L. mentors and provides career guidance to individual students.
- 2M. assesses students' performance using a variety of methods.
- 2N. promotes student organizations.
- 2O. evaluates the effectiveness of program efforts and makes necessary program changes based upon evaluation findings.
- 2P. assures that work-site supervisors/mentors, through training, are able to work with students, use training plans, and conduct student evaluations.
- 2Q. participates in appropriate professional organizations and develops a plan for continued personal and professional growth.