Work-Based Learning Script

3 Hour

ILLINOIS
STATE BOARD OF
EDUCATION

Slide 1: Title Slide – Work-Based Learning Designation Renewal

"Good morning, everyone, and welcome to the Work-Based Learning Designation Renewal: Updates and Best Practices for Illinois Educators.

My name is _____ from _____ (your organization), and today we will explore updates, resources, and practical strategies to enhance Workplace Experience courses in your schools and communities. By the end of this session, you will have strategies, tools, and ideas that you can apply immediately to your own programs."

Slide 2: Introductions and Icebreaker

"Before we jump into today's session, let's introduce ourselves and engage in a short reflection exercise. Turn to the person next to you, introduce yourself, and share: What was your first paid job, and how old were you when you started?

This simple question helps us reflect on our personal entry points into the world of work. Whether it was babysitting, working in a fast-food restaurant, or helping out with a family business, those early experiences often taught us valuable life lessons — like responsibility, communication, and time management. Work-Based Learning builds on these foundational skills, helping us grow them in more structured and intentional ways. Let's start by recognizing the journey we've all taken to get here."

Slide 3: Agenda

"Here's our roadmap for today. We will start with a brief overview of Work-Based Learning, followed by activities designed to help you implement skills development in your Workplace Experience course. We will also identify legal barriers you may encounter when implementing Work-Based Learning. Additionally, we will begin developing a comprehensive 18-week plan for your course.

After a break, we will concentrate on a specific need within your program. You will create an Action Plan based some of the ideas we covered in the session. This Action Plan will assist you in developing more comprehensive activities aligned with the essential employability and technical skills for your WBL course. We'll wrap up the day with open questions and discussion."

Part I

Slide 4: WBL General – Quick Review

"We will begin with a brief review, followed by an exploration of the definitions and requirements of Work-Based Learning programs."

Slide 5: Pre-Work Reflection

"Before we begin today's session, what questions arose for you while you reviewed ISBE's Work-Based Learning Manual?"

[Pause and wait for questions.]

"As we move forward with our discussion today, how do you perceive the Workplace Experience course compared to Cooperative Education? In what ways do you see it as different and similar?"

[Pause and wait for answers. If participants do not provide answers, proceed directly to slide 7 to continue the discussion.]

Slide 6: (Optional Slide) WBL Manual Review

[Based on the pre-assessment results, please address any points or resources you would like to discuss.]

Slide 7: Work-Based Learning and Cooperative Education

"Let's take a closer look at how Work-Based Learning differs from the previously used Cooperative Education model. Work-Based Learning offers a much broader and more integrated approach than the outdated Cooperative Education model. WBL spans from kindergarten through Grade 12 and into early career development, creating a continuous pathway for students. It intentionally connects curriculum and career pathways with real-world experiences, emphasizing technical skills and essential employability skills. Students benefit from structured opportunities such as career development experiences, internships, and apprenticeships. This modern framework prepares students not only for success in high school but also for post-secondary education and employment.

By contrast, Cooperative Education was limited in its approach, primarily serving only Grades 9-12, and often focusing only on seniors. It frequently overlooked the connection between academic learning and professional skills, concentrating mainly on technical skill development. Career development experiences varied widely in quality and were not consistently linked to a

student's college and career pathway. Participation required completion of Cooperative Education coursework but offered little guidance on postsecondary continuation.

The transition from Cooperative Education to Work-Based Learning reflects a shift toward a comprehensive, skills-focused, and future-ready model that better equips students for lifelong success."

Slide 8: WBL Continuum

"The manual breaks WBL into three main areas of a continuum:
1. Career Awareness – Often starting in elementary school, this phase focuses on exposing students to the world of work and helping them identify their interests and strengths.
2. Career Exploration – Typically covering upper elementary through high school, students engage more directly with employers through site visits, mentoring, and hands-on projects.
3. Career Preparation and Training – This is the most intensive stage, where students take part in internships, youth apprenticeships, or Workplace Experience courses.

Each stage is intentional and builds upon the previous one. Therefore, schools do not need to jump straight into internships; they should scaffold experiences along the continuum."

Slide 9: General Definitions

"When we talk about Work-Based Learning, it's important to clarify our definitions. Work-Based Learning is a broad term that encompasses the full continuum of career-connected activities — from career awareness in elementary grades, through exploration in middle and high school, all the way to apprenticeships and internships. A Workplace Experience course, however, is more specific. This involves students partnering with a community employer, participating in real work settings, and intentionally building skills aligned with their career goals. The key is intentionality — moving from simply 'having a job' to learning with purpose, in alignment with student goals and educational outcomes. This experience is supported through class time and by a trained Work-Based Learning teacher."

Slide 10: WBL Requirements

"One of the key requirements for WBL is creating an Individual Career Plan that aligns with each student's goals. This ensures that every experience supports their long-term career aspirations. We will explore this further on the next slide.

WBL emphasizes both essential skills and technical skills, but we place special importance on essential skills because they are cross-sector competencies critical for success in life and work. Through WBL, students engage in authentic, real-world assessments — hands-on activities such

as simulations, team-based challenges, projects, community service, job shadowing, pre-apprenticeships, apprenticeships, and work in industry settings.

The specific requirements for WBL include the following:
- Aligning work to students' career goals through an Individual Career Plan (ICP).
- Teaching essential employability skills to students.
- Providing real-world assessments in relevant career fields.
- Meeting the 60-hour work requirement.
- Ensuring that opportunities are either paid, or for course credit, or provide both. Unpaid opportunities are still valid, but it is important to check with your WBL partners to provide the best support for our students."

Slide 11: Individual Career Plan

"The Individual Career Plan is essential for these experiences as it allows us to monitor, track, and guide students along a pathway that provides resources for their high school graduation. These resources encompass career-focused instructional sequences, diverse WBL experiences, alignment of experiences to individual student goals or interests, postsecondary financial aid, career preparation (resume writing, college essays, financial aid applications), postsecondary planning, and support in non-remedial math or reading."

Slide 12: Individual Career Plan

"This component of the Workplace Experience course is vital for aligning our efforts with individual student needs. While the implementation of ICP requirements is up to each district, it is highly recommended that Work-Based Learning teachers receive training and access to Individual Career Plans. This will enable them to provide comprehensive postsecondary and career planning while assisting students in creating and facilitating discussions about their career goals."

[Stop and ask]

"Are there any questions about this important strategy before we continue?"

Part II

Slide 13: Work-Based Learning – Essential and Technical Skill Alignment

"WBL is a structured approach to connecting classroom learning with real-world work experiences. This framework includes several components, and today we will focus on three:

1. WBL Skills – These are the employability and technical skills students develop through WBL, such as communication, problem-solving, and teamwork.
2. Teaching and Planning – Educators play a critical role in designing and integrating WBL into curriculum, ensuring experiences are meaningful and connected to learning goals.
3. Assessment – Measuring student growth and program effectiveness is key. Assessment ensures students gain the intended skills and competencies.

Together, these components create a strong foundation for successful WBL programs."

Slide 14: WBL Learning in General

"To better understand Work-Based Learning, it is crucial to ensure that we are equipping students with the skills they need to succeed in both the workplace and college. This requires us to discuss the essential employability skills being taught to students in our schools."

Slide 15: WBL and Cooperative Education Comparison

"Let's now spend some time discussing the differences between Work-Based Learning and Cooperative Education. There are three main components to consider:

1. Work-Based Learning offers students an integrated pathway opportunity that combines academic instruction with hands-on experience.
2. The focus is on developing both technical and essential employability skills, ensuring that students gain not only work-related competencies but also lifelong skills.
3. Finally, Work-Based Learning enhances the likelihood of postsecondary employment or pursuing further certifications or degree programs."

Slide 16: Essential Employability Skills/Technical Skills

"Next, we will explore why WBL is focused on skills and outline the key differences between the skills. We will provide additional resources for teachers and explore ways teachers can use reflection and skill applications to enhance teaching and learning in a Workplace Experience course to support student success at their placement site."

Slide 17: Why are Essential and Technical Skills Important?

"Why are essential employability and technical skills so important? Employers consistently report that skills are a critical factor in hiring. Many even prioritize skills over degrees. They

view CTE and WBL programs as essential pipelines for workforce readiness. This is why programs like ours are in high demand — employers want to expand partnerships and strongly support these initiatives. Skills are what matter, and WBL experiences and courses are how we intentionally develop them."

Slide 18: What's Most Important

"When considering what is most important in Work-Based Learning, it ultimately comes down to balance. Technical skills provide students with industry-specific knowledge, while essential employability skills prepare them for any workplace or career path. Both are necessary for long-term success and must be explicitly taught, practiced, and reflected upon in our programs. However, this graph illustrates just how crucial essential skills are for developing life-ready students."

Slide 19: Key Differences in Essential and Technical Skills

"There are significant differences between the two sets of skills. Technical skills are sector-specific — examples include welding in manufacturing, coding in IT, patient care in health science, or creating lesson plans in teaching.

In contrast, essential employability skills are universal — skills such as collaboration, professionalism, adaptability, and teamwork provide students with the competencies needed in any career. These skills form the foundation for success in college, career, and life overall. Our challenge as WBL educators is to help students recognize how these skills intersect and why both are important for career development."

Slide 20: Technical Skills

"This slide highlights the six major career pathways in Illinois and provides a resource link to the technical and employability skills emphasized in WBL. Please open the link shown at the bottom of the slide. A resource will open giving you access to the recommended technical skills for each career pathway. Each pathway includes 10 clearly defined technical skills, with simple explanations of what students learn through each skill. These competencies were vetted by Illinois industry professionals to ensure they reflect real-world expectations. The resource uses consistent language, supporting alignment and implementation across regions. We encourage you to integrate these skills into your planning, classroom activities, and conversations with students and industry partners."

Slide 21: Technical Skills

"Here are some specific applications of technical skills. For instance, business students might learn about business operations through student-led enterprises, while Health Sciences students demonstrate procedures in clinical settings. In the example outlined in the slide, human and public services students illustrate how to create a positive learning environment. The key with technical skills is that students apply these skills in real or simulated settings, rather than just in theoretical contexts within the classroom."

Slide 22: Essential Skills

"Essential employability skills, sometimes referred to as 'soft skills,' are far from soft. They include communication, reliability, leadership, and cultural competence. For example, a Certified Nursing Assistant (CNA) student discussing patient care illustrates not just medical knowledge, but also verbal communication and empathy. These skills are transferable across all career sectors."

Slide 23: Skills Alignment – Discussion

"Now, let's take a moment for some interaction and discussion. What actions are we taking as a school or in a WBL course to better engage students in both technical and essential employability skills?

Think about how we are addressing curriculum planning, instruction, team activities, and communication with stakeholders."

[Wait and engage with participants' responses.]

"Is your program already aligned? Before answering, think about one way you could enhance skill development."

[Wait for and interact with responses from the participants.]

"Now, let's move on to more detailed information about technical skills."

Slide 24: Essential Employability Skills Development

"Developing essential skills requires intentional practice. Students do not automatically acquire these skills simply by being in the workplace; they need regular opportunities for reflection, coaching, and feedback. For instance, using self-assessments or journaling helps students recognize their areas of growth and identify where they need improvement. Employers and

teachers can support this development by providing feedback on skills such as teamwork, communication, and adaptability during real-world tasks.

On page 5 in your WBL Participant Workbook, you'll find three options: a bell ringer or exit ticket, a self-assessment tool, and a performance rubric. Choose one of these resources and think about how you might integrate it into your WBL program. Let's briefly review each option so you can gain a better understanding of them and modify them as needed."

Slide 25: Item A – Bell Ringers and Exit Tickets
"One strategy to consistently reinforce skills is through short daily or weekly activities like bell ringers or exit tickets. For instance, you might ask students to reflect on how they solved a problem during their shift or how they adapted when something didn't go as planned. These quick activities require minimal time but keep employability skills at the forefront, making them visible and intentional in the classroom."

Slide 26: Item B – Student Self-Assessment
"Student self-assessments are another powerful tool. The workbook features a template where students rate how often they used a skill during their WBL experience and how proficient they feel in that area. For example, under teamwork, a student might reflect on whether they consistently encouraged others' ideas or assisted in resolving conflicts. This structured self-reflection empowers students to take ownership of their growth and facilitates coaching conversations with teachers and employers."

Slide 27: Item C – Essential Employability Skills Resources with Rubrics
Using rubrics is an effective way to focus on skills in Work-Based Learning. You are encouraged to use the rubrics outlined in the WBL Renewal Participant Workbook and make modifications to provide students with much-needed feedback on their skills development. Remember, rubrics work best when they serve as a source of information and conversation between the teacher and the student."

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Activity 1

Slide 28: Skills Resources

"Now, it's your turn. Please turn to Activity 1 on pages 5-7 in your workbook. You will find three options: a student reflection prompt, a self-assessment tool, and a performance rubric. Choose one of these resources and consider how you can integrate it into your Work-Based Learning program. After reviewing your selected option, identify two or three specific ways you could use it with your students to enhance their skill development. Feel free to markup changes you would make to one of the documents in the WBL participant guide or create a version of your own on your computer by copying and pasting it into a new document. We will regroup in a few minutes to share our ideas."

[Provide 10 minutes for the participants to review and make edits to their own document. Then spend up to 5 minutes discussing the resources. Discussion questions include: Which resource (A, B, or C) do you think would have the greatest impact on your students' skill development? Why? How can these resources be integrated into your Workplace Experience course? How can you make essential employability skills discussions more intentional? What modifications would you make to fit your students' needs? How do you currently assess essential employability skills in your WBL program, and how could these tools enhance that process?]

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Slide 29: WBL Skills Assessment

"Now, let's talk about how we assess skills in Work-Based Learning programs. First, there are different types of WBL skills assessments — these can include performance rubrics, self-assessments, employer evaluations, and project-based assessments. Each type helps us measure how well students are developing essential employability skills like communication, teamwork, and problem-solving.

Additionally, community partners play a critical role in assessment. Employers and mentors can provide authentic feedback on how students apply skills in real workplace settings. Their input adds credibility and helps students understand industry expectations."

Slide 30: Types of WBL Skills Assessment – Summative

"Summative assessments evaluate a student's overall performance at the end of a learning experience. In WBL, examples include final portfolios, industry-recognized certifications, or employer evaluations at the conclusion of the experience. These assessments demonstrate

what students can do after extended practice and provide documentation that they have met key technical skills and essential employability standards, and where there are areas for continued growth and development."

Slide 31: Types of WBL Skills Assessment – Formative

"Formative assessments, on the other hand, consist of ongoing checks for understanding and growth. In WBL courses, this might be manifested as weekly student reflections, supervisor check-ins, or peer feedback during projects. These assessments are intended to guide instruction and support learning, rather than merely evaluate."

Slide 32: Unit and Lesson Planning

"When planning units and lessons for Workplace Experience courses, it is essential to embed skills engagement, and assessment should be embedded from the start. Consider how each activity ties to both essential employability and technical skill development. The WBL Manual encourages teachers to connect curriculum, workplace experience, and mentoring – making sure students not only practice skills but also reflect on them. A strong lesson plan doesn't just outline what students will do, but also how their growth will be measured along the way."

Part III

Slide 33: Work-Based Learning – Barriers, Challenges, and Legal Liability Considerations

"This section of the training addresses the barriers and challenges that programs encounter in WBL, as well as the legal and liability issues that may arise in this context."

Slide 34: Questions Often Asked by Schools

"Schools often raise similar questions when starting or expanding WBL programs: How will this be funded? Can we approach this differently than other districts? What about transportation barriers, or challenges specific to rural versus suburban settings? Additionally, communities may sometimes feel unprepared. These are valid concerns, and the WBL Manual, along with today's training, is designed to help you explore various solutions."

Slide 35: Using Our Best WBL Resources

"We don't have to face these challenges alone. Resources are from your Education for Employment (EFE) entity, the Illinois State Board of Education (ISBE) staff, community partners, postsecondary institutions, advisory councils, chambers of commerce, and professional

associations. These partners can assist in troubleshooting barriers and sustaining Work-Based Learning programs."

Slide 36: Barriers and Struggles in Implementing WBL

"Before we move forward, let's take a few minutes to think about the challenges that can arise when implementing Work-Based Learning. The question is: What barriers or struggles exist for different groups involved in WBL? Consider these four areas:

- Student Barriers – For example, transportation issues, lack of parental support, or scheduling conflicts.
- Classroom or Teacher – Think about time constraints, curriculum alignment, or lack of training.
- Districtwide – This could include funding limitations, policy restrictions, or staffing shortages.
- Community – Challenges might involve finding willing business partners or addressing liability concerns.

Take a few minutes to reflect and jot down your thoughts. Then, we'll share ideas as a group."

[Pause briefly for discussion and then call one or two tables to share out.]

Slide 37: Common Barriers in Work-Based Learning

"When we talk about barriers in Work-Based Learning, the first step is to identify what those barriers are. Ask yourself: What challenges are our students facing? And what barriers exist within our own institution?

Once we've identified the barriers, the next step is to dig deeper into the contributing factors. What's causing these issues to be problematic? And importantly, is this something we can solve right now, or does it require a longer-term approach?

Finally, we need to address how staff and community partners can help. Teachers, counselors, administrators, and local partners all play a role. Use your networks to find solutions and make sure these conversations happen openly and collaboratively."

Slide 38: Common Barriers and Struggles

"Now, let's look at some of the most common barriers and struggles we see in WBL programs. These include student-related challenges, regulatory requirements, and transportation issues. Social barriers — such as those related to gender, race, or ability biases — can also impact participation. Concerns include on-the-job safety, communication gaps, and economic factors,

whether at the worksite, school, or for the students themselves. And of course, student performance can sometimes be a barrier to successful placement."

Slide 39: Success is Within Reach

"While barriers exist, success is attainable. Utilize your strengths and strategies that have already proven effective in your community. Start small with pilot programs, experiment with different approaches, and celebrate successes with students, families, and partners. Momentum is built when everyone can see success stories, especially when your advisory councils are involved in discussions and activities."

Slide 40: Insurance and Legal Issues

"Legal and liability issues can seem overwhelming, but they are manageable with proper preparation. Most districts carry liability or student accident insurance. Employers typically provide protection for students working under a W-2. However, there are gray areas — such as coverage for minors or unpaid placements — that require consultation with your district's legal team and insurance providers. Don't make assumptions; verify by discussing with your district's legal staff."

Slide 41: Barriers and Struggles – Activity 2 Introduction

"On the next seven slides are scenarios that highlight a variety of issues that can arise in Work-Based Learning. Please join members at your table and work as a team to review the barrier assigned to your group. Identify whose responsibility it is to address this barrier — does it fall on the student, the teacher/school, or the employer? Then, brainstorm solutions. How can we effectively solve this barrier? You'll have about 10 minutes for discussion, and then we'll share out as a group.

The goal is not just to identify the problem but to brainstorm practical solutions that could be adapted to your school or district."

Slide 42: Incident A: Injury on the Job

"Rodrigo is injured at work and lacks medical insurance. Consider:
- Who is responsible for the injury?
- How should the school respond?
- What preventative measures could have been taken?
- Should Rodrigo continue in the program?

This highlights the need for safety planning and clear agreements."

Slide 43: Incident B: Transportation

"Shavina wants to participate in WBL but can't afford transportation. Discuss:

- Should we make an exception to the rule?
- How else can we assist her?
- What can the school do to ensure equity in access?

Transportation is a common barrier — think creatively about solutions."

Slide 44: Incident C: Toxic Work Environments

"Betsy reports harassment at her worksite. Consider:

- How should the school or WBL teacher respond?
- What is the employer's responsibility?
- How could both parties be proactive?

This is a vital discussion about workplace culture and student safety."

Slide 45: Incident D: Worksite Safety

"Rick reports unsafe work habits, but no action has been taken. Reflect on:

- How should the teacher proceed?
- What questions should be asked?
- What proactive steps could have helped?

Safety protocols and communication are key."

Slide 46: Incident E: Paycheck Management

"Students haven't received pay despite a contract. Discuss:

- What options does the teacher have?
- How could the school have been more proactive?
- How can we prevent this in the future?

This scenario underscores the importance of clear agreements."

Slide 47: Incident F: Student Follow-Through

"Kenny keeps forgetting paperwork and hasn't been placed. Consider:

- What options does the teacher have?
- How could the school be proactive?
- How can we prevent this?

This focuses on accountability and support for students."

Slide 48: Incident G: Re-entry Friendly Employer

"An employer hires individuals with prior felony convictions. Discuss:

- What conditions should apply for students?
- Who should the teacher consult?
- What protections are needed?

This raises important questions about policy and safety."

Activity 2

Slide 49: Barriers and Struggles Discussion

[Allow time for the various groups to share their specific barriers.]

"Now we are going to examine these various scenarios to see how each group addressed their specific barrier. Team 1, would you like to go first and share how your team decided to handle the issue you discussed?"

[Continue through all teams.]

Slide 50: Recommendations for Establishing Protocols

"To ensure smooth operations and mitigate risks in Work-Based Learning programs, we recommend three key protocols:

1. Prioritize clear communication among staff to maintain alignment and address issues promptly.

2. Assign a dedicated administrator to oversee all WBL-related matters and serve as the central point of contact for dealing with tough questions, student issues, or program assistance

3. Engage legal counsel whenever questions arise or when navigating high-risk situations to ensure compliance and protect all parties involved."

Part IV

Slide 51: Work-Based Learning Agreements

"This training section will focus on resources for workplace agreements and resources that support your WBL course."

Slide 52: Work-Based Learning – Teaching and Planning

"As we keep in mind the big-picture view of Work-Based Learning, we are going to turn to the next component, Teaching and Planning. This is where we design experiences that integrate classroom learning with workplace application."

Slide 53: Resources

"To support you in implementing WBL effectively, we will highlight three key resources:

1. The Student Personnel File and Agreements, which help manage documentation and ensure compliance.
2. The 18-Week Planner for the WBL Experience course, which is a practical tool for structuring your course and aligning activities with learning objectives.
3. The Training Plan Examples and Reflection that gives you real-world ideas, plus space for reflection to improve your own planning.

These resources are designed to make your job easier and help you deliver high-quality WBL experiences for your students."

Slide 54: Student Personnel File

"The first resource we will review is the student personnel file. This document will help ensure that your course and overall WBL learning approach remain systematic, even before entering the WBL Experience course. This version is just a template for schools to consider when implementing tracking for various pieces of information within their WBL system. Having contact information for students and partners in one spot is helpful for communication."

Slide 55: Student and Parent Agreement

"The second resource is the Student and Parent Agreement. This document clearly articulates the expectations for each stakeholder. Districts and schools should establish some form of agreement to hold everyone accountable to the highest standards, ensuring that students and families know exactly what is expected of them as part of this program."

Slide 56: WBL Implementation Strategies

"When implementing these resources and strategies, ensure consistency across various portions of your continuum, including skills development and worksite operations. It is crucial that worksite monitoring is part of your programming and that follow-up visits occur with students to ensure professional skills assessments are conducted."

Slide 57: 18-Week Planner

"As we go through the next slides, please refer to Activity 3 in the Renewal Participant Workbook. This planner is designed to help teachers provide both essential skills and technical skills training throughout the semester. It's modeled on a traditional 18-week schedule, but there are a few important considerations:

- Block schedules may look different depending on your school's structure.

- Additional release time is often necessary for students who are working at career sites.

On the right, you can see an example of how the planner is organized. It includes key dates, activities, career competencies or essential skills to address, and both formative and summative assessments. This tool is meant to keep everything aligned and ensure students meet the required competencies by the end of the term.”

Slide 58: Planning – 18 Week Planner
“Let's explore the process to ensure you understand why we recommend planning in this manner. This tool helps teachers intentionally map out:
1. Key activities each week,
2. Alignment to technical and essential employability skills, and
3. Assessment strategies (both formative and summative).

We suggest starting with the end in mind — consider the portfolio, project, or presentation students will complete — and then working backward.

Next, identify the specific skills — both technical and essential — that students must demonstrate. Finally, link activities and assessments directly to those skills. We will walk you through some resources and give you time to work on this objective.”

Slide 59: 18 Week Planner – Start at the End
“Starting at week 18, think about how students will complete their final assessment. Will they be working on a project, delivering a portfolio, presenting at the end of the year, obtaining a certificate, or doing some other type of summative assessment? The students' skills developed throughout the semester should be showcased as evidence of their learning and ability to apply those skills in the workplace. If you're unsure about the specific assessment, you can revisit this later, but it's essential to identify some of the key skills they will need.”

Slide 60: Step 1: 18 Week Planner – The Final Weeks
“Starting at week 18, think about how students will complete their final assessment. Will they be working on a project, delivering a portfolio, presenting at the end of the year, obtaining a certificate, or doing some other type of summative assessment? The students' skills developed throughout the semester should be showcased as evidence of their learning and ability to apply those skills in the workplace. If you're unsure about the specific assessment, you can revisit this later, but it's essential to identify some of the key skills they will need.”

Slide 61: Step 1: 18 Week Planner – Preparing for Final Week

"Please take a moment to reflect on weeks 15-17. During this time, you may need to focus on preparing for and completing your final assessment, depending on its nature. If the assessment involves a comprehensive presentation or project, it's essential to allocate sufficient time within the course to complete your work."

Slide 62: Step 2: 18 Week Planner – Identify Career Skills

"As you plan, consider the skills that will be showcased. It's important that the final assessment reflects the same skills the students have learned throughout the semester. By using the technical and essential skills that led them to this point, students can demonstrate their understanding and proficiency. At some point after this training, you will need to create a rubric and develop the assessment."

Slide 63: Skills Comparison

"Utilize the technical skills that align with the student's career pathway and carefully choose the essential skills that are crucial for the student's development. For instance, business operations play a significant role in Finance and Business Services, often emphasizing the importance of adaptability and flexibility. Encouraging students to reflect on their learning can be incorporated into the final assessment. This reflection could focus on how they plan to apply adaptability in the field or how they have demonstrated growth in that skill throughout the semester."

Slide 64: 18-Week Planner Career Skills

"When considering skills, acknowledge there are 10 essential skills and 10 career pathway technical skills. With about 18 weeks to teach, educators can effectively cover 2 to 3 skills each week without overwhelming the students. Following the mantra of "less is more" when teaching these skills allows for deeper learning, richer discussions, and more meaningful application during the learning process."

Slide 65: Week Planner Activities

"As you plan for these 18 weeks, consider the various activities you can implement to deliver the skill content. Activities such as safety training, teamwork exercises, individual tasks, projects, presentations, skill-building simulations, and goal development should be included to ensure that the skills align with the final assessment."

Slide 66: 18-Week Planner Activities

"Some activities focus on developing specific skills. For example, certain exercises may be better suited for enhancing communication skills, like having students create a marketing or informational document related to their pathway. Conversely, activities that require cultural competence might be better executed as team-based or multi-person activities."

Slide 67: Work Based Learning in General – Assessment

"At this stage of the training, we want educators to carefully consider the assessment component of the Workplace Experience course. The assessment should provide evidence of learning. When students demonstrate their understanding, they must showcase what they have learned through the assessment."

Slide 68: Step 3: 18-Week Planner – Assessment

"Think critically about which assessments are crucial for students, particularly those planning to enter the workforce. You may want to build some flexibility into the assessments, allowing students to choose based on the work they are engaged in as well as allowing for coordination with industry partners. For example, a student in a manufacturing setting might need to create a part using the company's processes as part of their assessment, while a student in a teacher assistant role might have to develop and present a lesson plan."

Slide 69: Formative Assessments

"Assessment can vary significantly across different pathways and experiences. Selecting the assessments that mirror the skills students require for their career paths is exactly what WBL aims to achieve. Consider examples such as student reflections, skills practices, writing, goal documentation, report creation, portfolios, safety checks, skills simulations, team-based challenges, and resume building when designing various assessments."

Slide 70: Summative Assessments

"Summative assessments serve as a culminating measure of student learning, demonstrating mastery of key concepts and skills acquired throughout the program. These assessments should provide clear, tangible evidence that students can apply what they have learned in real-world or simulated contexts. The examples listed — such as a final portfolio, major project, or comprehensive presentation — allow students to integrate and showcase multiple competencies. By incorporating diverse formats, these assessments not only confirm knowledge but also highlight practical application, creativity, and problem-solving abilities."

Slide 71: 18-Week Planner Preparation

"Before we dive into Activity 3 and start working with the 18-week planner, let's take a moment to think about how this tool could fit into your planning process. The goal here is to help you connect the planner to your own teaching context. This reflection will make the activity more meaningful and give you a head start.

- How could an 18-week planner help you organize instruction in your pathway?
- What benefits might come from planning with the end in mind?
- What challenges do you anticipate when mapping out 18 weeks?

Take 2-3 minutes to jot down your thoughts or questions. These will guide your work during the activity."

Activity 3

Slide 72: 18-Week Planner

"Take 15 minutes to begin planning your 18-week planner. A copy of the planner can be found in the WBL Renewal Participant Workbook on page 19. You can use either a hard copy or access a digital version to start working on it.

Consider what skills you want students to focus on throughout the semester, what activities align with those skills for relevant learning, and how assessments will be conducted."

[At this point, provide participants with 15 minutes to work on their 18-week plans.]

Slide 73: Break

"Take 10 minutes for yourself to relax, have a snack, or use the bathroom. Let's reconvene precisely at _____."

Part V

Slide 74: WBL Renewal Participant Workbook Deep Dive

"Welcome back. We hope you had a chance to recharge during the break. As we move into the final part of our training, we'll be diving into key resources designed to support your work: the WBL Renewal Participant Workbook. This section will help you understand how to use the tools in this guide effectively.

Slide 75: Additional Resources

"The WBL Renewal Participant Workbook includes a range of resources designed to support your work. These tools are flexible — you can use them at your discretion — which makes them especially helpful for those new to the field. They also provide opportunities for experienced WBL educators to spark meaningful discussions and refine strategies.

Please take 3 minutes to open your guide and explore some of the resources available to you. Pay close attention to the worksite visits training plan, employer evaluation, and assessment reflections, as we will delve deeper into these resources shortly."

[When 3 minutes have passed, continue with the presentation.]

Slide 76: Worksite Visits – Common Practices

"Okay, let's bring everyone back together and review page 18 of the WBL Renewal Participant Workbook. The Worksite Visit Training Plan is an excellent document that you can modify to meet the specific skills and training needs of your individual students. Teachers can schedule biweekly or monthly meetings with employers to ensure that students are evaluated on skills that align with their career goals. Feel free to use this resource and customize it for each student you visit. Make sure that this time is thoughtfully planned with your community partner."

Slide 77: Assessment – Training Plans

"Remember that these training plans should be reviewed by both the community partner and the teacher to ensure alignment with the work the student is currently doing at the worksite. These assessments serve as a roadmap for students to demonstrate mastery of their skills and allow for reflective learning, placing a strong emphasis on student growth."

Slide 78: Assessment – Employer Evaluation

"Next, let's transition to the employer evaluation assessment. This assessment can serve as a summative evaluation at the end of the semester and can be used to guide discussions on the skills the student needs to further develop as they advance in their career field.

Feel free to modify this document to suit your assessment needs and provide opportunities for variable skills development. When reviewing the document, pay particular attention to the technical skills section. Ensure that the skills listed are relevant to the student's placement and aligned with their career pathway.

Keep in mind that while the community partner may provide feedback on this document, the teacher is responsible for assigning the final grade."

Slide 79: Assessment Reflection

"Turn to page 22 in the WBL Renewal Participant Workbook. In this section, we will briefly explore Bloom's Reflection. While incorporating reflection into the Workplace Experience course, encourage students to reflect on the skills they have learned. Ask them questions like, 'What are some ways you believe you are succeeding?' or have them consider 'What are some ways you can improve your skill development?'"

Slide 80: Reflection Example – Information Technology

"When using reflection in the IT pathway, students can focus on specific skills. For this example, students will reflect on the essential employability skill of teamwork and the technical skill of building networks. They will describe their successes and opportunities for growth through the process of building a computer network.

Additionally, they will set goals based on their reflection activity. This practice allows them to enhance their skills while developing metacognitive abilities that enable them to anticipate challenges and plan for their growth in this area."

Slide 81: Reflection Example – Health Sciences and Technology

"If you utilize the reflection document in Health Sciences, it should be tailored to meet the specific needs of the students in that pathway and correspond with the skills practiced in that field. This example emphasizes skills such as cultural competence and health care delivery practices, which are commonly applied in that space. Students will focus on their successes and identify ways they can continue to grow within the Health Sciences field."

Part VI

Slide 83: Developing an Implementation Plan

"Thank you for participating in the discussion about the different reflection resources. We are now ready to move into our final activity for the day. In this activity, you will bring together the insights from our conversations and the pre-work you completed before this training to create a planning document tailored to your school and Work-Based Learning program. This document will serve as a practical tool to guide the long-term maintenance of your Workplace Experience course."

Slide 84: Action Planning – Greatest Area of Need

"This next activity calls for us to think strategically and explore meaningful, systematic changes for our students. The upcoming slides will outline several ways we can intentionally foster this systematic change through the development of an Action Plan. This slide shows how to organize your plan into actionable steps. For each priority, you'll identify:
- The **action item**
- Who needs to be involved

- Resources required
- Potential barriers
- Timeframe and steps
- And most importantly, the **impact on students**

This structured approach ensures your plan is realistic, collaborative, and student-centered. By mapping out these details, you'll have a clear roadmap to strengthen your WBL program over the next several years."

Slide 85: Action Planning

"This slide introduces the process of creating a 3- to 5-year plan that addresses your top five greatest areas of need, or GAN. You'll use three tools from this presentation to guide this process. These documents are used because they offer educators opportunities to expand on the work from this presentation and create new resources, plan better for semester-wide classes, and better serve various student populations that may want to access these courses.

1. Your 18-week planner, which provides a clear structure for organizing your course and activities
2. Assessment strategies that support career planning and development. These strategies may include designing formative assessments to monitor progress; creating summative assessments such as portfolios, certifications, or major projects; and using end-of-semester employer evaluations to gather feedback. Reflection will also play a key role in your assessment approach, along with developing rubrics that set clear expectations for students.
3. Addressing barriers, struggles, or legal issues that could impact your program. This might involve finding solutions for transportation issues, improving course accessibility and scheduling, and planning WBL activities such as student-led or school-led enterprises. In some cases, you may need to collaborate with your legal team to develop policies that align with your community's needs.

Some common focus areas include:
- Community support
- Teacher professional development
- Curriculum and assessment creation
- Certifications
- Career planning
- Dual credit and postsecondary goals

As you work through this, think about what's essential now and what will elevate your program in the future."

Slide 86: Example A: Gotham School

"Let's look at Example A: Gotham School (pg. 24). Gotham developed a 3- to 5-year plan to address five critical needs identified in its needs assessment. These needs emerged from challenges such as low community buy-in, transportation issues, and limited certification opportunities for graduates. The five areas they focused on were:

- Certified staff
- Advisory council engagement
- Professional development
- Individual career plans
- Support from postsecondary partners

This example illustrates how a school can adopt a strategic approach to enhance its Work-Based Learning program by targeting specific gaps."

Slide 87: Example A: Gotham School

"Now, let's see how Gotham turned those needs into an actionable plan. Each row represents a key action item, along with the individuals involved, the resources needed, potential barriers, timeframes, and the expected impact on students. For example:

- To secure certified staff, they identified CTE teachers and planned course offerings with a goal of implementation by Summer 2025.
- Advisory council engagement required time, materials, and participation from leadership and community partners, with barriers such as budget constraints and program development.
- Professional development was scheduled for Spring 2026 to ensure all staff understood WBL principles.
- Individual career plans for students and support from postsecondary partners were also outlined with clear steps and timelines."

Notice how each action is connected to student impact — whether it's access to WBL classes, improved alignment with industry needs, or increased opportunities for apprenticeships."

Slide 88: Example B: Metropolis High School

"Now, let's look at Example B: Metropolis High School. Their 3- to 5-year plan focused on five top priorities: community support, teacher training, tools and resources, curriculum updates, dual credit, and postsecondary goals. These priorities reflect a strong emphasis on both instructional quality and partnerships to expand opportunities for students."

Slide 89: Example B: Metropolis High School

"Metropolis also broke down its plan into actionable steps. For instance:
- Increasing community support involved engaging the local chamber of commerce and advisory councils, with planning documents and course lists as resources.
- Teacher professional development was phased in over multiple years, addressing barriers such as time constraints and budget limitations.
- Purchasing tools and resources, as well as updating the curriculum, were scheduled for Summer 2026 onward, ensuring alignment with WBL skills and pacing guides.

Again, the key takeaway is how each action is linked to student outcomes — whether it's increasing WBL opportunities, improving instructional practices, or expanding dual credit options."

[Prior to the next activity, ensure there are four designated tables (with chairs) spaced out around the room (i.e., Table 1 – Vision and Reflection). Participants will move to one of the designated tables based on the table descriptions below and work with other similarly minded individuals on their Action Plan.]

Activity 5

Slide 90: 4-Corners Discussion and Action Planning

"Now we're moving into our 4-Corners Activity, which gives you the chance to choose the type of planning that best fits your program's needs. For this Action Plan activity, you will go to one of the designated tables, selecting one of four action planning styles based on your current Work-Based Learning programming. Use the following descriptions to decide which approach works best for you, then head to the corresponding table. Here are the different tables you have to choose from, including the purpose of that table and how your time can be used during your action planning.

Table 1 – Vision & Reflection
Purpose: For educators and program leaders who wish to reflect on their current state and envision the future direction of their programming.
Use this table to: Identify gaps, strengths, and opportunities for growth.

Table 2 – Aspirational Planning
Purpose: For high-performing programs ready to pursue bold and transformative goals.
Use this table to: Develop Action Plans that may seem ambitious today but are achievable with strategic effort and innovation.

Table 3 – Balanced Improvement

Purpose: For programs that are solid but require refinement.

Use the table to: Combine one visionary goal with practical steps to enhance overall quality and effectiveness.

Table 4 – Full Program Reset

Purpose: For new educators or programs that need a complete overhaul due to outdated practices or materials.

Use this table to: Reimagine and rebuild your program from the ground up with fresh strategies and resources.

What are two components you absolutely need to accomplish in the coming year?" Once you have finished discussing, you may begin drafting your Action Plan."

[Provide time for participants to work on their action planning, while walking around to help any of the tables.]

Slide 91: Final Steps

"We will reconvene in our full group to wrap up the discussion and provide you with final details for completing your renewal."

Slide 92: Items to Consider

"Before we conclude, we invite you to consider the various strategies, resources, and materials available to you as you return to your schools to implement quality Workplace Experience courses. Think about strategies that build capacity, improve communication, and enhance resources for you and your staff."

Slide 93: Building Capacity for WBL

"To establish effective Work-Based Learning programs, it's essential to look beyond the classroom and foster partnerships that enhance opportunities for students.

Begin by engaging with your local chamber of commerce; they can connect you with businesses eager to support education. Collaborate with your Education for Employment system director and utilize resources available through the Workforce Innovation and Opportunity Act (WIOA).

Community colleges and universities are vital allies for dual credit programs and postsecondary pathways. Don't forget to engage with local government — county and city municipalities often have workforce initiatives that align with WBL objectives.

Other valuable partners can include the Farm Bureau, libraries, arts organizations, and even museums. Additionally, fraternal organizations and alumni groups can offer mentorship and funding support. The aim is to create a network that enhances your program and ensures students have access to diverse experiences."

Slide 94: Resources to Develop

"When implementing this work, consider the various resources you can develop and improve each year:

- 18-Week Curricular Plan
- Training Plan
- Workplace Agreements
- Basic Framework for Individualized Career Plan
- Additional Resources
- Action Plan"

Slide 95: Renewal

"For informational purposes, the state will likely make changes to WBL programming based on new laws, best practices, and other innovations in the coming years. ISBE will continue to update resources like the WBL Manual to ensure that teachers stay informed of the best practices available."

Slide 96: WBL Designation Renewal

"WBL designations must be renewed every five years to ensure programs align with current standards and innovations. Staying current requires ongoing professional development, engagement with ISBE resources, and collaboration with peers. These continuous learning efforts will ensure your WBL program remains relevant and impactful. Your Education for Employment system director can help you access the latest professional development offerings, updated information, and renewal opportunities.

Slide 97: Evaluation Forms for PDHs

"Please fill out the evaluation forms to help us improve this designation renewal offering. Your WBL designation will be updated in ELIS under 'Additional Credentials' once all evaluations have been received. Please check your ELIS account in the coming weeks to confirm your designation

has been updated accordingly. Finally, please also submit your ISBE PDH evaluation form before leaving today."

[Allow for a few minutes for participants to scan and complete the evaluation.]

Slide 98: Thank you

"Thank you for attending this Work-Based Learning Designation Renewal. If you have any questions, please contact me at _____ "

Insert email address/place on a dry erase board

Slide 99: Additional Resources

"Thank you for your participation today. Remember, the WBL Manual and WBL Renewal Participant Workbook are your guides. Use them, adapt them, and share your successes with ISBE and your networks. You can find additional resources here to review at your convenience!"