

Work-Based Learning Renewal Participant Workbook



Work-Based Learning Renewal – Participant Workbook

This workbook is designed to complement the 5-hour Work-Based Learning (WBL) Designation Renewal session. It offers various activities, tools, and resources to support your reflection, planning, and growth as a WBL educator. These materials aim to facilitate meaningful conversations, promote strategic thinking, and outline actionable next steps.

Throughout the training, you will engage in a range of activities that focus on key aspects of high-quality WBL programs – from assessing your current environment to planning for long-term improvements. You are encouraged to use this workbook as a practical tool during the session and as a reference for the resources you will need beyond the training, supporting your ongoing development of impactful WBL experiences for students.

Each section includes specific activities that allow for choice and personalization, recognizing that each school and community has unique strengths and challenges. Topics covered include evaluating and integrating essential skills development, addressing common barriers, and intentional course planning. The workbook concludes with an activity where you can develop an action plan to help apply your learning and prioritize future actions.

Additional support documents are provided to help you drive systematic changes in your WBL programs and courses. Use this resource to spark ideas, reflect on your current practices, identify opportunities for growth, and collaborate with colleagues. The work you do today will lay the foundation for creating WBL programs that are more engaging, equitable, and effective for all students.

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Resource Summary

The following overview outlines the resources and activities mentioned during the WBL Designation Renewal session. Each section aims to encourage reflection, planning, and improvement of your WBL program through practical tools and guided exercises. Use these materials during the training and as ongoing references to enhance your WBL program. Each resource is provided in its entirety within the subsequent sections.

Activity 1: Know Your WBL Environment

Reflect on your current WBL landscape using one of two options:

Item A: Continuum Reflection:	Item B: Gap Analysis:
Identify activities across grade levels within your school's WBL Continuum.	Examine the range of currently offered paid, unpaid, and simulated experiences.

Activity 2: Community Partner Considerations

Evaluate how community and industry partners support your WBL efforts using one of two options:

Item A: Mapping Your Community Partners	Item B: Community Partner Gap Analysis:
Identify activities across grade levels within your school's WBL Continuum.	Examine the range of currently offered paid, unpaid, and simulated experiences.

Activity 3: Essential Skills Development

Explore and apply one of three classroom-ready tools:

Item A	Item B	Item C
Bellringers and Exit Tickets	Student Self-Assessment	Performance Indicators Rubric

Identify 2-3 ways to integrate this resource into your WBL programming.

Activity 4: Barriers and Struggles

Address real-world challenges in implementing WBL through scenario-based planning:

Topics include				
Injury on the job	Transportation	Safety	Student accountability	Workplace Environments

Activity 5: 18-Week Planner

Develop a course plan by considering:

Key learning outcomes	Skill development strategies	Aligned assessments for tracking student growth
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Activity 6: Needs, Wants, and Dreams

Reflect on program improvement areas, including:

Instructional resources	Professional development	Facility and technology needs	Long-term WBL vision and innovation goals
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Activity 7: Action Plan

Create a 3-5 Year *Action Plan* based on your identified Greatest Area of Need (GAN), with sample templates provided.

Additional Resources

- Individual Career Plan Example - pg. 29
- Work-Based Learning Training Plan Example - Sales Position - pg. 33-35
- End-of-Semester Employer Evaluation for Work-Based Learning - pg. 36-37
- Work-Based Learning - Workplace Agreement - pg. 38-42
- Work-Based Learning Student Personnel File - pg. 43-45
- Bloom's Reflection - pg. 46

Activity 1: Know Your WBL Environment

Item A: Continuum Reflection

WORK-BASED LEARNING CONTINUUM



CAREER AWARENESS

Career Days	Career-Based Service Learning	Lunch and Learn	Guest Speakers & Career Panels	Multimedia Tools that Support Careers
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CAREER EXPLORATION

Career Fairs	Business & Industry Tours	Job Shadowing	Career-Related Service Learning	Team-Based Challenges	Career & Technical Student Orgs.	Mentorship
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WORKPLACE EXPERIENCES

Student-Led Enterprises	School-Based Enterprises	Immersion Supervised Agriculture Experiences	Clinical Experiences	Internships	Youth Apprenticeships
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Activity 1: Know Your WBL Environment

Item B: Gap Analysis

What might your continuum look like in your district? Place an X in the appropriate box, and if the answer is "NO," write down ways you could plan to develop a new experience for your students.

Continuum Activities In Various Grades	YES, we have these in my program	NO, we don't currently offer these	Plan: What could you do to start planning to implement these experiences in the coming years?
Lunch and Learns			
Career Days			
Service Learning			
Guest Speakers			
Worksite Tours			
Intensive Service Learning			
Projects			
Team-Based Challenges			
CTSOs			
Job Shadows			
Student/School-Based Enterprise			
SAE (Supervised Agricultural Experience)			

Continuum Activities In Various Grades	YES, we have these in my program	NO, we don't currently offer these	Plan: What could you do to start planning to implement these experiences in the coming years?
Clinicals			
Internships			
Apprenticeships			

Once you have named your partners, consider the following questions: Are you noticing any trends in your partnership? Do you have enough partners to support this work? If you do, how do they fit into your plans? If not, what strategies can you implement to recruit more partners?

Activity 2: Community Partner Considerations

Item B: Community Partner Gap Analysis

1. Brainstorm: Reflect on how your Workplace Experience program has shaped learning in your school or district. Share creative ideas on how to collaborate with community partners to enhance these efforts.

2. For each activity below, please comment on how a community partner could engage with students to deliver programming at your school. Use your courses as examples to illustrate potential opportunities).

Career Awareness

Career Days or Fairs	
Career Service Learning	
Guest Speaking	
Lunch and Learn	

Career Exploration

Worksite Tours	
Team-Based Challenges	
Job Shadows	
Mentoring	

Workplace Experiences

Student-led or School-based Learning Enterprises	
Immersion Supervised Agricultural Experiences	
Clinical Experiences or Internships	
Apprenticeships or Workplace Placements for Students	

Activity 3: Essential Skills Development

Item A1: Bell Ringers and Exit Tickets – Teamwork

Use a bell ringer activity that encourages students to think about the Essential Skill of Teamwork and Conflict Resolution.

Teamwork & Conflict Resolution	Establishes a high degree of trust, confidentiality, and credibility with others to develop shared purpose
	Encourages others' contribution of ideas, opinions, and perspectives through thoughtful and positive interactions
	Coordinates with others to achieve identified outcomes and objectives
	De-escalates difficult situations constructively and positively
	Is committed to solving problems/finding resolutions
	As part of a group project, makes sure everyone gets to express their thoughts and feelings when there is a disagreement

Step 1. Choose one of the statements above that you feel you need to work on individually.

Step 2. Write 2-5 sentences about a time when you faced challenges, exerted extra effort, or tried your best to achieve a positive outcome, but the situation did not turn out as you had hoped.

Activity 3: Essential Skills Development

Item A2: Bell Ringers and Exit Tickets – Problem Solving



Bell Ringer Response (Answer the following in complete sentences or discuss)

Imagine you are part of a team related to your Career Pathway. You might be in a business environment, collaborating with others at a school, hospital, non-profit organization, government office, or another type of workplace. When a problem arises and your teammates find themselves “stumped” on how to solve it, what advice would you offer to help find a solution? Provide 1-2 suggestions and explain why you chose those approaches.

Activity 3: Essential Skills Development

Item B: Student Self-Assessment

Instructions: For each behavior listed below, first rate the frequency that you engaged in the skill activity described during your Work-Based Learning placement, and then indicate what you believe your current skill level is in that area (how well do you do it?).

■ Frequency during placement 1. Never 2. Occasionally 3. Often 4. Consistently

■ Self-rating of proficiency 1. Not skilled 2. Some skill 3. Skilled 4. Highly Skilled

Essential Skills	Behaviors that Demonstrate Essential Skills	Frequency during placement				Self-rating of proficiency			
		1	2	3	4	1	2	3	4
Teamwork & Conflict Resolution	Establishes a high degree of trust, confidentiality, and credibility with others to develop shared purpose								
	Encourages others' contribution of ideas, opinions, and perspectives through thoughtful and positive interactions								
	Coordinates with others to achieve identified outcomes and objectives								
	De-escalates difficult situations constructively and positively								
	Is committed to solving problems/finding resolutions								
	As part of a group project, makes sure everyone gets to express their thoughts and feelings when there is a disagreement								
Communication	Builds understanding through active listening, asking questions, focusing on context, and acknowledging others' points of view								
	Writes in a manner so that others understand								
	Speaks in a manner so others understand, or explains information to another person so they understand								
	Selects and uses proper digital tools								
	Adjusts word choice, tone, and time based on audience, purpose of communication, and situational context								
	Makes a formal presentation of work on a project to industry professionals or community members								

Activity 3: Essential Skills Development

Item C: Performance Indicators Rubric

Cultural Competence	Indicator	Meets Expectation	Needs Practice
<p>Students can use their understanding of diversity and inclusion to communicate and work effectively across many abilities, cultures, and backgrounds.</p>	Exhibits understanding of workplace ethics by treating others with confidentiality, respect, and dignity	<p>Is confidential</p> <p>Respects individuals by allowing others to have a say in decision making</p> <p>Places special attention on those who honor and dignify others</p>	<p>Shares too much or breaks the confidence of others</p> <p>Needs assistance in professional interactions</p> <p>May make inappropriate statements</p>
	Demonstrates commitment to understanding and recognizing social and cultural differences	<p>Is willing to learn about other cultures broadly</p> <p>Communicates well with others</p>	<p>Does not engage in conversations around cultural issues</p> <p>Needs additional work in social or cultural situations</p>
	Leverages differences in abilities, aspirations, and interests to improve work quality	Works well with other students of diverse ability levels	Does not want to engage with other students with various ability levels
	Works effectively in teams across many abilities, cultures, and backgrounds (social, cultural, racial, gender, educational, etc.)	Respects peers and offers support to others from different demographic groups	Did not reflect on equity issues brought to their attention
	Fosters the values of diversity and inclusion by coordinating work with team members to reach mutual goals	Works with stakeholders to meet goals	Did not work or struggled with other stakeholders in coordinating to reach team goals

Activity 4: Barriers and Struggles

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?

Incident A: Injury on the Job	
<p><i>Rodrigo works at a local factory and gets his finger caught in a machine. His finger seems to be broken. His family doesn't have medical insurance.</i></p>	
Questions	Answers
Who is responsible for the injury?	
How does the school address the issue?	
What could the school have done to be more proactive in this situation?	
Does Rodrigo continue with the WBL workplace placement?	

Incident B: Transportation	
<p><i>Shavina wants to participate in the WBL course but cannot afford the mandated transportation requirements. She is a hard worker at school and doesn't want to miss out on this opportunity.</i></p>	
Questions	Answers
The program clearly states that students must provide transportation; do we make an exception?	
Is there another way to assist Shavina?	
What options could the school consider if transportation is not an option for placement?	

Incident C: Toxic Work Environment

Betsy is on the job for a cement company. Some guys are constantly making jokes about “the girl” on the worksite, and Betsy denies the men’s advances to get her phone number and social media. Betsy reports this to her supervisor and collaborating teacher.

Questions	Answers
What response might the school or cooperating teacher need to address?	
What responsibility does the employer have in this situation?	
How could the school/ employer have been proactive in this situation?	

Incident D: Worksite Safety

Rick reported that some unsafe work habits were taking place at the worksite he was on. He reported it to the foreman, but nothing has been done. The teacher thinks there is merit to his claim.

Questions	Answers
How does the teacher proceed?	
What question might you think about asking in this situation?	
What could the school have done to be more proactive in this situation?	

Incident E: Paycheck Management

A community partner agreed to pay students for their work on a project based on a contractual “pay as you go.” It has been a month, and students still have not been paid for their work.

Questions	Answers
What options should the teacher consider moving forward?	
What could the school have done to be more proactive with this community partner?	
How can a situation like this be prevented?	

Incident F: Student Follow-Through

Kenny keeps coming to class and continually forgets his paperwork to be placed on the job. He keeps sidestepping questions and complains that he hasn't been placed in a career setting yet.

Questions	Answers
What options should the teacher consider moving forward?	
What could the school have done to be more proactive?	
How can situations like these be prevented?	

Incident G: Re-entry Friendly Employer

A local employer hires individuals with prior felony convictions. They also want to take on students for a WBL internship. Can students go to work there?

Questions	Answers
Under what conditions could students work at the site?	
Who should the teacher consult before making any commitments?	
If students were allowed to work in that environment, what protections would need to take place?	

Activity 5: 18-Week Planner

Key Dates	Activity	Career Competencies and/or Essential Skills	Formative and Summative Assessment
Insert Week Timeframe	Insert an explanation of activities, highlighting teaming with community partners, creating student goals, or achieving skills or knowledge	Place 1-2 competencies you want to focus on for each week Technical Skills by Pathway and Essential Employability Skills	Outline the assessments, starting with the summative, and drilling down more into formative examples
18th Week (Last Week)	Insert the final project, portfolio, or activity that shows the student met the standards of your CTE course	Denote all the competencies measured in this section of your final week	Explain the final summative of all the work. (Note: This does not need to be a written test, but this section should be a summation of the work completed.)
17th Week			
16th Week			
15th Week			
14th Week			

Key Dates	Activity	Career Competencies and/or Essential Skills	Formative and Summative Assessment
13th Week			
12th Week			
11th Week			
10th Week			
9th Week			
8th Week			
7th Week			

Key Dates	Activity	Career Competencies and/or Essential Skills	Formative and Summative Assessment
6th Week			
5th Week			
4th Week			
3rd Week	Workplace safety may need to be implemented this week and continued throughout the WBL experience		
2nd Week	Review workplace safety, rules and regulations, discrimination topics, federal and state rules, etc.		
1st Week	Insert activities focused on skills that introduce students to each other, build trust, and get to know the teacher/ coordinator, community organizations, and any other stakeholders. This would also be the time to introduce any requirements, expectations of the program, schedules, parent/guardian communication, etc.	May include Illinois SEL competencies	

Activity 6: Needs, Wants, and Dreams

Fiscal Year 2025-26			
Pathway	Needs	Wants	Dreams
<p>Insert Course or Pathways</p>			

Example Needs, Wants, and Dreams Document

Fiscal Year 2025-26			
Pathway	Needs	Wants	Dreams
Construction Trades	<p>Common materials used in building practices, tool bags for all students, and basic hand tools for each student.</p> <p>Cost: \$2,000</p>	<p>Building materials of all sorts, specialty tools for plumbing and electrical work, concrete finishing tools and equipment, and shop-based tools such as planers, sanders, and saws.</p> <p>Cost: \$20,000</p> <p>Update: We were able to purchase the concrete finishing tools and will look for other ways to obtain the other tools.</p>	<p>A larger shop with more room to work.</p> <p>Expansion cost: \$100,000</p> <p>Stocked lumber racks and building supplies on hand.</p> <p>Cost: \$700</p> <p>Update: We purchased the lumber, but we may need a long-term facility plan to address the space needs of the program.</p>
	<p>Shop-Vacs and other associated cleanup equipment.</p> <p>Cost: \$500</p>		
	<p>Supply of commonly used fasteners.</p> <p>Cost: \$300</p>		
	<p>Update: We increased community partner involvement in the classroom to improve the student experience with three new partners.</p>		

Activity 7: Action Plan

Action Item	Who to Include	Resources Needed	Potential Barriers	Timeframe/ Steps	Impact on Students
1					
2					
3					
4					
5					

Action Plan Example – Gotham High School

Action Item	Who to Include	Resources Needed	Potential Barriers	Time-frame/ Steps	Impact on Students
WBL-certified staff	CTE teacher	Course offering	Time	Summer 2025	More students would be able to take Work-Based Learning classes.
Set up an advisory council	Superintendent, principal, CTE teachers, employer partners, IVAC	Time, materials, and individuals to participate.	Time, budget, program	Fall 2025	We would have more access to align our curriculum with industry needs.
Professional development	All staff	Money, time, materials	Time away from school	Spring 2026	All teachers would understand the significance of WBL and be more flexible, incorporating a universal language. Students would be better supported and be able to participate in more WBL experiences.
Individual career plans	Admin., counselor, teachers	Staff available to meet to discuss how this is implemented in CCPE, where the plan is housed, who has access to it, and how WBL workplace teachers access it.	Time	Summer 2025	Students will have a resume, clear goals for after high school, a portfolio, and other key accessible documents for use after graduation.
Pipeline supports with postsecondary partner	Admin., counselor, CTE teachers, postsecondary partner	Partners and staff clarify what these pipeline supports might look like; create action items to implement pipeline support; identified postsecondary person of contact.	Time, staff, budget cuts	Summer 2026	More students will have opportunities to benefit from the partnership by accessing careers, career training, and certificate completion.

Additional Resources

- Individual Career Plan Example
- Work-Based Learning Training Plan Example – Sales Position
- End-of-Semester Employer Evaluation for Work-Based Learning
- Work-Based Learning – Workplace Agreement
- Work-Based Learning Student Personnel File (*example document; not for use without consultation with school leaders*)
- Bloom’s Reflection (*for student use*)

Individual Career Plan Example

(Note: This document is an example and should be edited to fit your own school or district needs)

Student Name:

Date:

Based on your ideas for the next 5 years, what goals would you like to set to ensure you accomplish where you want to go or what you want to do?

Student Goal	How do you know you have achieved your goal?	Is it achievable? Yes or No? Explain.	How will this assist you in your personal growth?	When do you want to achieve this by (time)?
Insert Goal 1				
Insert Goal 2				

What events or experiences do you want to participate in that are linked to your career goals?

Event/Experience	How will this experience assist me in growing in my career?	What do I hope to achieve or learn in these events/experiences?
Insert Event/ Experience 1		
Insert Event/ Experience 2		

Personal and Career Interests

Personal/Career Interests	How does this interest connect to your career or personal life?
Insert Personal/ Career Interest 1	
Insert Personal/ Career Interest 2	
Insert Personal/ Career Interest 3	

Important Documents

Name of Document	Place the link or a resource to the document here
Resume or Career Website	
Resume Cover Letter	
College Essay	
Senior Portfolio	

What will you have to do to make this vision a reality?

I will follow my vision through the following actions:

Some potential obstacles to this vision are:

I promise to remain proud of myself despite making mistakes, going through failures, or not overcoming all of my faults. I will address these issues by:

I will remain true to my vision by checking in and making edits to my five-year plan by:

Work-Based Learning Training Plan Example – Sales Position

Student Name: _____ Training Period: _____ to _____

Complete the training: Use the following codes by placing a check mark in the corresponding box.

Evaluation Codes

1. Needs Improvement 2. Improving 3. Accomplishing 4. Mastering

Operations	Training Evaluation				
	Notes	1	2	3	4
Cash Register					
Making Change					
Handling Checks					
Writing Sales Tickets and Receipts					
Handling Credit Transaction					

Operations	Training Evaluation				
	Notes	1	2	3	4
Open and Close Procedures					
Wrapping and Bagging Products					
Loss Prevention Activities					
Following Store Policies					
Other: Insert					

Notes/Observations/Suggestions:

End-of-Semester Employer Evaluation Form for Work-Based Learning

School Name:

Student Name:

Evaluation Date:

Training Station:

Semester: Spring/Fall

Rating Scale

0	Not Learning: The worker refuses to listen or is not interested in completing work using the appropriate processes.
1	Learning: The worker is trying to learn, but needs improvement and a lot more practice .
2	Demonstrating: The worker is accomplishing tasks and demonstrating they understand the processes to accomplish the job with proficiency, but still may need direction, improvement with pace, better quality, etc.
3	Leading: The worker performs tasks with extreme proficiency, and understands and completes tasks on time, while following professional standards.

Personal Traits (Not graded)

Grooming	0	1	2	3
Attitude	0	1	2	3
Suitability of Dress	0	1	2	3
Ambition	0	1	2	3
Personal Hygiene	0	1	2	3
Conduct	0	1	2	3
Attendance and Punctuality	0	1	2	3

Essential Skills (Graded)

Adaptability and Flexibility	0	1	2	3
Problem Solving	0	1	2	3
Communication	0	1	2	3
Reliability and Accountability	0	1	2	3
Teamwork and Conflict Resolution	0	1	2	3
Cultural Competence	0	1	2	3
Planning and Organizing	0	1	2	3
Problem Solving	0	1	2	3
Decision Making	0	1	2	3
Critical Thinking	0	1	2	3
Initiative and Self-Drive	0	1	2	3

Technical Skills (May need different skills per student)

Insert 10 technical skills for the students to practice and learn.

	0	1	2	3
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0 1 2 3

	0	1	2	3
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0 1 2 3

	0	1	2	3
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0 1 2 3

	0	1	2	3
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0 1 2 3

	0	1	2	3
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0 1 2 3

Other Abilities

Use of Mathematics	0	1	2	3
Use of Technical Reading and Writing	0	1	2	3
Follows Direction	0	1	2	3
Takes Constructive Criticism	0	1	2	3
Respectful of Workspaces and Tools	0	1	2	3
Expresses Ideas Openly	0	1	2	3
Follows Safety Rules and Procedures	0	1	2	3
Career Knowledge Proficiency	0	1	2	3
Quality of Work	0	1	2	3

General Rating of Student (Please circle one)

Leading - A Nearly Leading - B Demonstrating - C Learning - D Not Learning - F

PLEASE USE THIS SPACE FOR ANY ADDITIONAL COMMENTS

Comments:

Employer Signature

Student Signature

Teacher Signature

Evaluation Summary was discussed with the student on the following date: YES / NO (Circle)

Insert Date

Work-Based Learning – Workplace Agreement

Note: Consult with counselors, administrators, the legal department, and other relevant school staff, and edit this document to fit your school and community needs.

Work-Based Learning Student, Parent, Teacher Agreement

Attendance and Transportation

- If the student is too ill to attend school, the student is also considered too sick to go to work. If the student is absent from school, the student must contact their teacher before school. The student must also immediately notify their employer (their work supervisor) of their absence. Good attendance is a must, so an absence should be avoided as much as possible. Be sure you have a phone number for your supervisor so you can call them yourself, as you would in a full-time position.
- If a student has school release time as part of their WBL experience, they should leave the high school building immediately at the beginning of the scheduled release time (after signing out). Failure to do so may result in disciplinary action by school administration and loss of release time. Students are expected to have transportation to their job without waiting for someone to pick them up. Students should not call off school early to get to their jobs on time. Jobs should be scheduled to start after the student is released and has an appropriate amount of time to get to their job.
- Students must keep a record of attendance at work and school and have employers sign the weekly report form. The form should be returned to your coordinator each Monday by 3:20 p.m. for the preceding week. For the year, the student should make it a point to see and talk to the teacher/coordinator regularly each week. Students must also sign out every day with the coordinator.
- Parents or guardians will assume responsibility for the conduct and safety of the student from the time the student leaves school until the time the student reports to work and from the time the student leaves the job until the time he/she arrives at home.

Accountability and Policies

- Students are expected to keep the employer's hours. This means that when school is closed for holidays, breaks, etc., students will still be expected to work their regular hours as assigned by the employer unless the employer has agreed upon prior arrangements. Do not assume you have school on days off (i.e., winter break, spring break, etc.).
- Students will observe all rules, regulations, and policies of the business they are employed in.
- Students participating in the program will be expected to stay with the same employer throughout the outlined WBL experience. Students who do not complete WBL placement due to performance issues are subject to removal from the WBL program and may receive a failing grade. Each situation will be addressed individually through conferencing with the student to determine an appropriate plan for moving forward.
- If a student is seeking a Career Pathway Endorsement, they should regularly meet with their WBL teacher or counselor to track progress toward the minimum WBL requirements to receive the Career Pathway Endorsement.

Course Credit and Student Pay

- Students may earn school credits, pay (not in all cases), and a grade for the job. If, through no fault of the student, they are released from a job before the end of the training agreement period, the student will be required to stay at school and work with no pay to complete the credit and required hours per week or take another class.
- If a student is seeking a Career Pathway Endorsement, they must, at a minimum, receive course credit or pay from their employer. Opportunities that provide students the ability to earn credit and compensation are ideal.

Parent Concerns

- Students and parents should consult with the teacher regarding concerns about the student's job, place of employment, WBL setting, and other problems that may affect the student's work schedule. Theft, dishonesty, unethical behavior, and intentional policy violation at school or on the job may result in removal from the program.

Student Requirements

- Students should dress appropriately for the job and position within the company where they are hired.
- The students understand that they will be evaluated using the Essential Skills and Technical Competencies set by the state of Illinois. These skills reveal that students have the proper attitudes, technical knowledge, and employability readiness that employers and colleges expect to be college and career ready.
- Regardless of the job the student performs, they will conduct themselves politely and courteously and present a neat appearance. They will keep in mind that they not only represent themselves and their family but also represent the Work-Based Learning Program and [INSERT HIGH SCHOOL].
- Students understand that there is a portfolio requirement that must be fully completed at an acceptable level to receive credit for the course. Components of the portfolio requirement are listed below, and failure to complete a portfolio will result in no credit.

Work-Based Learning Portfolio

Evidence of standards attainment should be included in some of the following:

1. Introductory letter written by the student describing the work to be presented and how the samples were selected.
2. Table of Contents of student work items contained within the portfolio.
3. Career development materials:
 - Resume/digital career branding
 - Application for college or a post-secondary plan
 - Application for employment
 - Letters of recommendation

4. Documentation of progress:

- List of responsibilities undertaken throughout the experiences
- Periodic journal entries or self-assessments reflecting on tasks and activities

5. Work samples (3-4):

- Examples of materials developed throughout the experience linked to Essential Skills and Technical Competencies

6. Writing/research sample:

- Demonstrates in-depth knowledge about a career area, describing skill needs and future trends in the industry
- May include interviews, literature research, and/or media collection to demonstrate knowledge on how communication in their pathway is utilized under specific formats
- For example, writing in a manufacturing setting may differ from writing in academic, human services, or public service settings
- Demonstrating knowledge of industry standards should be a primary goal

7. Project encompassing portfolio components:

- Includes journals, writing, assessments, tasks, and projects highlighting the work completed in the WBL Workplace Experience
- May be presented in paper, presentation, video, or other creative formats

8. Assessments:

- Student self-assessment
- Supervisor evaluation and observations
- WBL teacher evaluations and observation

Other Reminders

- As a member of the Work-Based Learning program, students understand that it is in their best interest to participate in the Career & Technical Student Organizations.
- The WBL Program at [INSERT HIGH SCHOOL] requires signed student/parent agreements for all WBL activities categorized as Workplace Experience or Workplace Experience Courses. This includes, but is not limited to, student-led enterprises, school-based enterprises, supervised agricultural experiences, clinical experiences, internships, and apprenticeship programs.
- All workstations must be approved by the teacher. While students are given opportunities to seek out employment opportunities and WBL placement, the determination of placement is left up to the teacher for legal, safety, and school coordination reasons.

I understand and will abide by the above rules and guidelines and agree to meet all the requirements and expectations in the Work-Based Learning work experience.

Student Signature

Date:

Parent/Guardian Signature

Date:

Teacher Signature

Date:

Work-Based Learning Student Personnel File

This form can be used by districts to document WBL Workplace Experiences in the student's personnel file. It is recommended that copies of the Safety Training Log and the WBL Agreement be kept on file for five years after the student's placement. These documents are for district use only.

Student Name	
Work Start Date	
Student ID #	
Date of Birth	
Address	
City/ZIP	
Parent/Guardian Name	
Guardian Phone	
Guardian Email	
Course Name and CIP Code for WBL Experience	
Pay/Per Hour or Unpaid	
Worksite Name	
Worksite Supervisor	
Worksite Address	
City and ZIP	
Supervisor Phone	
Supervisor Email	

Day	Time of Work		Total Work Hours	Type of WBL Experience
	From	To		
Monday				<ul style="list-style-type: none"> ■ Apprenticeship ■ Pre-Apprenticeship ■ Clinical Experience ■ Workplace Employment (Paid) ■ Internship (Unpaid) ■ Agricultural Immersion ■ STEP Transition Program ■ School-Based Enterprise
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

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

- Application of academic and technical knowledge and skills
- Career knowledge and navigation skills
- 21st-century learning and innovation skills
- Personal, social skills, and essential employability skills

Acknowledgement: We, the undersigned, give permission for the above-named student to participate in the WBL program. We understand and agree to follow the guidelines provided in ISBE's Work-Based Learning Manual.

	Signature	Date
Student		
Parent		
Teacher		
Principal		
Worksite Supervisor		

It is the policy of the school district that no person based on race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity. All parties agree that WBL training, payment considerations, transportation issues, and sexual harassment training have been completed prior to workplace site involvement.

VERIFY WORKERS' COMPENSATION: ___YES ___ NO

VERIFY WORKPLACE LIABILITY INSURANCE COVERAGE ___YES ___ NO

INSURER_____

[Insert District Safety Guidelines]

[Insert District Sexual Harassment Guidelines]

The following safety training log should reflect the training requirements appropriate for the student's job description and align with the required training of the business. Copies of the Safety Training Log and the WBL Agreement are recommended to be kept on file at the school for five years after placement.

Safety Training Topics	Trainer/Software	Location	Date
District Safety Guidelines			
Sexual Harassment			
(Add additional training as needed)			

Bloom's Reflection

Student Name:

Period:

Reflection Level	Question	Write your reflection on the question
Remember/Recall	What did I accomplish in the work setting?	
Understand	What is most important in the work I completed in the activity?	
Apply	Where could I use the skills or knowledge I learned again?	
Analyze	What patterns did I observe in my own work, and how was I collaborative with my team?	
Evaluate	What could I have done to improve my skills or knowledge of the activity?	
Extend	What did I learn about myself that I can use in the future?	