

## Work-Based Learning Webinar FAQ

### Information and Questions

#### **If you already have the cooperative education courses, will you need to take the workplace experience professional course?**

- It is not currently required for educators with Work-Based Learning training to update their credentials. If future requirements dictate that educators must complete training, there will be a condensed “refresher” training developed to support a new requirement.

#### **Can the free WBL training be used to renew credentials for current WBL Educators?**

- There is not currently a “credential” related to Work-Based Learning offered by ISBE. Although it is not currently required for educators with previous Work-Based Learning coursework to update their training, educators can choose to take the online course, as course capacity allows, if they would like to grow their knowledge related to current WBL practices. In addition, if future requirements dictate that educators must complete training, there will be a condensed “refresher” training developed to support a new requirement.

#### **How can schools sign up faculty for the moodle training? Upcoming capacity for enrollment?**

- Registration for the summer 2023 course was determined in collaboration with CTE Systems Directors from each region and has reached capacity. The registration process for the fall and spring course offering is in the process of being developed. When available, registration details will be outlined on the [2023-2024 ISBE CTE Professional Learning Calendar](#).

#### **Is this all Ag PEL educators, even if they were not approved to coordinate Cooperative Education previously?**

- Current requirements for WBL educator-coordinators state that any educator with a PEL in Ag Education can teach and oversee workplace experience courses.

#### **Will “Faith’s Law” have an effect on Work-Based Learning?**

- Confer with your district’s legal team to determine how this law might impact ways in which you implement Work-Based Learning within your school or district.

I have the 6 credits hours (2 college classes) required. One is on my college transcript as part of my undergrad and the other is listed as a graduate level but both are 300 level classes. I also have an endorsement on my PEL of BusMktg/MgmtCooperative teacher certificate. With these credentials, I could supervise multiple CIPS in a WBL program, correct?

- The 6 credit hours (2 college courses) qualify you as a qualified educator-coordinator for WBL. If future requirements dictate that educators must complete training, there will be a condensed “refresher” training developed to support a new requirement.

Reducing barriers – I believe you said in the webinar, if a WBL student is not passing a class and is ineligible to participate in sports, they should still be able to participate in their WBL experience. If this is a student barrier, schools need to remove this rule as a barrier. Is this accurate?

- Local school administrators are encouraged to advocate to remove unnecessary barriers related to CTE coursework and WBL to ensure equity for all students. Ultimately, this is a local decision.

Can you define “Authentic Learning Experience?” You gave 3 WBL scenarios to help identify quality WBL experiences. Can you give examples of WBL experiences that would not qualify for authentic learning experiences?

- There was a wording error in the slide deck / presentation as shown in the image below. The correct terminology is in a workplace or under “**authentic working conditions**”. (Source: [CP Dictionary 11-13-18 FINAL.pdf \(edsystemsniu.org\)](#)). The slide deck is being updated to reflect the change in wording.

## Scenario #1

<ul style="list-style-type: none"> <li>• Rodrigo is a junior with a part-time job as a pharmacy technician at a local pharmacy. Typically, he works 10-15 hours per week and earns \$14/hour. The school is aware of his part-time job and is considering offering WBL credit despite Rodrigo not being enrolled in a Workplace Experience Course.</li> </ul>	Authentic <del>learning</del> working conditions	✓
	Co-developed by educator/employer	✗
	Provides compensation or credit (or both)	✓
	Professional skills focus (at a minimum, the Essential Skills)	✗
	Professional skills assessment	✗
	Qualified educator-coordinator	✗
	60 cumulative hours	✓

- “Authentic working conditions” are those that include in-depth and hands-on work experiences (either on site at an employer or through simulated methods).
- If a workplace simulation project is necessary, it should still incorporate all other aspects discussed in the requirements of a career development experience and mimic an authentic work assignment and real working conditions (e.g., responsibility for adherence to safety protocols, timekeeping, evaluation of work). ([Source: ISBE Work-Based Learning Manual](#))
- A scenario is provided below that outlines experiences that are considered authentic working conditions and that are not considered authentic working conditions.

<b>CNA Nursing Student</b>	
Scenario	Authentic Working Conditions
Student works at a local hospital to complete clinical hours	Yes
Student completes simulated tasks in the schools nursing and health lab	Yes
Student interacts virtually with medical professionals and patients to provide virtual care	Yes
Student completes a computer program related to applying nursing skills to predetermined scenarios	No