

Massachusetts Work-Based Learning Plan

Cover Sheet

Student's Name: _____ BPS Number: _____ First Review: Second Review:

Pathway: _____ School/Program: _____

Student's Job Title: _____ Company/Organization: _____

Supervisor's Name: _____ Career Specialist/Teacher Name: _____

Step 1 Write below or on an attached page a brief job description or summary of the student's job.

Step 2 List between 3-7 objectives, tasks and/or projects the student must accomplish at work and list the corresponding competency(ies) that relate to them.

Task List	Competency Match Number	Competency(ies)
		1) Communication and Literacy a) Speaking b) Listening c) Reading d) Writing
		2) Organizing and Analyzing Information a) Collecting and Organizing Information b) Research and Analysis c) Quantitative Analysis and Mathematics
		3) Problem Solving a) Identifying Problems b) Solving Problems
		4) Using Technology a) Using Work Tools and Equipment b) Computer Operation
		5) Completing Entire Activities a) Initiating and Completing Projects b) Time Management
		6) Acting Professionally d) Attendance and Appearance e) Accepting Direction and Criticism f) Flexibility and Maintaining Self-control g) Respecting Confidentiality
		7) Interacting with Others a) Interacting with Customers/Clients b) Interacting with Co-Workers c) Managing Stress and Conflict d) Respecting Diversity
		8) Understanding All Aspects of the Industry a) Understanding the Role of the Individual within the Larger Organization b) Recognizing Health and Safety Issues c) Understanding Personnel Policy and the Labor/Management Relationship
		9) Taking Responsibility for Career and Life Choices a) Teaching and Learning on an On-Going Basis b) Balancing Personal, Professional, and Academic Responsibilities c) Setting Career Goals

Step 3 After the completion of each review, have the appropriate people sign and date below.

Student Signature

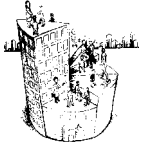
Date

Supervisor Signature

Date

Career Specialist/Teacher Signature

Date



In each row, please check *one* phrase that best describes the student's performance.

1a. SPEAKING

Needs Development	Competent	Proficient	Advanced	N/A
Learning to speak clearly, audibly and courteously. <input type="checkbox"/>	Speaks clearly and uses language appropriate to the environment both in person and on the telephone. <input type="checkbox"/>	Expresses complex ideas in a well thought out, organized and concise manner. <input type="checkbox"/>	Presents effectively to a group. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

1b. LISTENING

Needs Development	Competent	Proficient	Advanced	N/A
Developing listening skills; working to make eye contact and confirm understanding. <input type="checkbox"/>	Listens attentively; makes eye contact; repeats instructions to confirm understanding. <input type="checkbox"/>	Listens attentively and demonstrates understanding through relevant responses and questions. <input type="checkbox"/>	Retains complex information over time and applies it to later work. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

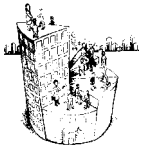
1c. READING

Needs Development	Competent	Proficient	Advanced	N/A
Interprets written directions and workplace documents with assistance. <input type="checkbox"/>	Reads written directions and workplace documents independently. <input type="checkbox"/>	Reads written materials including technical documents independently; asks questions where appropriate. <input type="checkbox"/>	Reads complex written materials and executes related tasks independently. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

1d. WRITING

Needs Development	Competent	Proficient	Advanced	N/A
Learning to write clearly with correct grammar. <input type="checkbox"/>	Writes clearly with correct grammar. <input type="checkbox"/>	Presents ideas clearly using work-related terminology. <input type="checkbox"/>	Writes and develops professional material and marketing brochures. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

COMMUNICATION AND LITERACY GOALS:



In each row, please check *one* phrase that best describes the student's performance.

2a. COLLECTING AND ORGANIZING INFORMATION

Needs Development	Competent	Proficient	Advanced	N/A
Developing ability to collect and organize information and material for a task. <input type="checkbox"/>	Effectively compiles information and resources, including via the Internet. <input type="checkbox"/>	Effectively organizes and evaluates the relevance and accuracy of information. <input type="checkbox"/>	Identifies and obtains missing information based on mastery of the subject. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

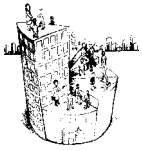
2b. RESEARCH AND ANALYSIS

Needs Development	Competent	Proficient	Advanced	N/A
Developing a familiarity with pertinent information and its location. <input type="checkbox"/>	Researches and synthesizes information from a variety of sources. <input type="checkbox"/>	Analyzes, interprets and draws conclusions from a variety of information types and sources. <input type="checkbox"/>	Develops theories of action and tests them in practice. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

2c. QUANTITATIVE ANALYSIS AND MATHEMATICS

Needs Development	Competent	Proficient	Advanced	N/A
Performs simple calculations--addition and subtraction--with and without a calculator. <input type="checkbox"/>	Applies basic math, including multiplication and division, to complete appropriate tasks. <input type="checkbox"/>	Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles or other mathematical relationships. <input type="checkbox"/>	Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

ORGANIZING AND ANALYZING INFORMATION GOALS:



In each row, please check *one* phrase that best describes the student's performance.

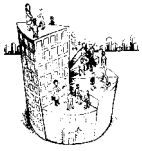
3a. IDENTIFYING PROBLEMS

Needs Development	Competent	Proficient	Advanced	N/A
Identifies problems with help from supervisor. <input type="checkbox"/>	Identifies problems independently. <input type="checkbox"/>	Explores causes of problems and evaluates impact on various stakeholders. <input type="checkbox"/>	Identifies potential problems and proposes preventive action. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

3b. SOLVING PROBLEMS

Needs Development	Competent	Proficient	Advanced	N/A
Solves problems with help from supervisor. <input type="checkbox"/>	Solves simple problems independently. <input type="checkbox"/>	Explores options and considers alternative solutions when solving problems. <input type="checkbox"/>	Develops hypotheses and proposes creative solutions and systematic change, including preventive action. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

PROBLEM SOLVING GOALS:



In each row, please check *one* phrase that best describes the student's performance.

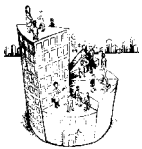
4a. USING WORK TOOLS AND OFFICE EQUIPMENT

Needs Development	Competent	Proficient	Advanced	N/A
Uses work tools and/or basic office equipment with supervision. <input type="checkbox"/>	Uses work tools and/or office equipment independently. <input type="checkbox"/>	Troubleshoots and solves problems using work tools and/or office equipment. <input type="checkbox"/>	Takes initiative in maintaining work tools and equipment and/or seeing to it that they are repaired. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

4b. COMPUTER OPERATION

Needs Development	Competent	Proficient	Advanced	N/A
Learning basic computer skills. <input type="checkbox"/>	Demonstrates basic computer skills. <input type="checkbox"/>	Uses appropriate software to complete assignments. <input type="checkbox"/>	Applies software innovatively to improve organization's productivity. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

USING TECHNOLOGY GOALS:



In each row, please check *one* phrase that best describes the student's performance.

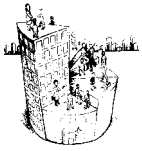
5a. INITIATING AND COMPLETING PROJECTS

Needs Development	Competent	Proficient	Advanced	N/A
Completes projects and tasks as assigned with supervision. <input type="checkbox"/>	Meets assigned deadlines independently. <input type="checkbox"/>	Initiates and completes projects independently. <input type="checkbox"/>	Delivers high-quality results on schedule. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

5b. TIME MANAGEMENT

Needs Development	Competent	Proficient	Advanced	N/A
Meets assigned deadlines with supervision. <input type="checkbox"/>	Meets assigned deadlines independently. <input type="checkbox"/>	Sets priorities and deadlines independently. <input type="checkbox"/>	Manages multiple tasks and projects effectively. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

COMPLETING ENTIRE ACTIVITIES GOALS:



In each row, please check *one* phrase that best describes the student's performance.

6a. ATTENDANCE AND APPEARANCE

Needs Development	Competent	Proficient	Advanced	N/A
Maintains consistent attendance, punctuality, and appropriate dress with supervision. <input type="checkbox"/>	Maintains consistent attendance, punctuality, and appropriate dress independently. <input type="checkbox"/>	Is a model of excellent attendance and dress; attends events beyond those required. <input type="checkbox"/>	Represents organization at meetings and events. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

6b. ACCEPTING DIRECTION AND CRITICISM

Needs Development	Competent	Proficient	Advanced	N/A
Learning to accept direction. <input type="checkbox"/>	Accepts direction with positive attitude. <input type="checkbox"/>	Accepts constructive criticism with positive attitude. <input type="checkbox"/>	Accepts and applies constructive criticism to improve performance. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

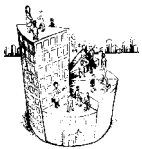
6c. FLEXIBILITY AND MAINTAINING SELF-CONTROL

Needs Development	Competent	Proficient	Advanced	N/A
Learning to adapt to change. Resumes self-control with supervision. <input type="checkbox"/>	Adapts to change with positive attitude. Resumes self-control independently. <input type="checkbox"/>	Explores change. Maintains self-control in challenging circumstances. <input type="checkbox"/>	Initiates change. Maintains self-control in extremely difficult circumstances. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

6d. RESPECTING CONFIDENTIALITY

Needs Development	Competent	Proficient	Advanced	N/A
Maintains confidentiality with supervision. <input type="checkbox"/>	Understands why certain information must remain confidential. <input type="checkbox"/>	Maintains confidentiality independently. <input type="checkbox"/>	Models good discretion for others in maintaining confidentiality. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

ACTING PROFESSIONALLY GOALS:



In each row, please check *one* phrase that best describes the student's performance.

7a. INTERACTING WITH CUSTOMERS/CLIENTS

Needs Development	Competent	Proficient	Advanced	N/A
Developing skills necessary to deal with difficult customers, clients, and situations. <input type="checkbox"/>	Appropriately requests assistance when dealing with difficult customers, clients and situations. <input type="checkbox"/>	Resolves client or customer problems independently where appropriate. <input type="checkbox"/>	Proactively handles stress of difficult customers, clients and situations. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

7b. INTERACTING WITH CO-WORKERS

Needs Development	Competent	Proficient	Advanced	N/A
Developing basic interaction skills. Responds when others initiate conversation. <input type="checkbox"/>	Initiates positive interactions with co-workers. <input type="checkbox"/>	Participates constructively as part of a team. <input type="checkbox"/>	Leads teams of co-workers to complete projects timely and effectively. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

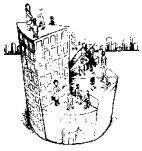
7c. MANAGING STRESS AND CONFLICT

Needs Development	Competent	Proficient	Advanced	N/A
Identifies conflict and considers its source with supervision. <input type="checkbox"/>	Identifies conflict and considers its source independently. <input type="checkbox"/>	Recognizes and avoids potential conflict. Maintains perspective and a sense of humor. <input type="checkbox"/>	Resolves conflict by appropriately addressing issues with involved parties. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

7d. RESPECTING DIVERSITY

Needs Development	Competent	Proficient	Advanced	N/A
Developing an understanding of diversity. <input type="checkbox"/>	Understands diversities and similarities. <input type="checkbox"/>	Demonstrates ability to work with people different from him/herself. <input type="checkbox"/>	Seeks out opportunities to work with people different from him/herself. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

INTERACTING WITH OTHERS GOALS:



In each row, please check *one* phrase that best describes the student's performance.

8a. UNDERSTANDING THE STRUCTURE AND DYNAMICS OF THE ENTIRE ORGANIZATION

Needs Development	Competent	Proficient	Advanced	N/A
Is aware of his/her own role within the organization. <input type="checkbox"/>	Demonstrates working knowledge of the department's role in the organization and how it relates to other departments. <input type="checkbox"/>	Understands and negotiates the communication and workflow between departments. <input type="checkbox"/>	Understands the role of the organization in the industry and the economy. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

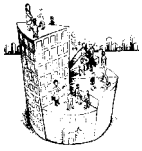
8b. RECOGNIZING HEALTH AND SAFETY ISSUES

Needs Development	Competent	Proficient	Advanced	N/A
Practices appropriate health and safety protocol at the workplace with assistance. <input type="checkbox"/>	Practices appropriate health and safety protocol independently and recognizes their importance. <input type="checkbox"/>	Understands the implications of health and safety principles and applies them to new situations. <input type="checkbox"/>	Models good health and safety practices and helps others to understand their importance. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

8c. UNDERSTANDING PERSONNEL POLICY AND LABOR/MANAGEMENT RELATIONSHIP

Needs Development	Competent	Proficient	Advanced	N/A
Developing an understanding of personnel policy, and where appropriate, the role of labor organizations. <input type="checkbox"/>	Understands personnel policy, and where appropriate, the role of labor organizations. <input type="checkbox"/>	Adheres to personnel policy and understands its impact on individuals. <input type="checkbox"/>	Understands personnel policy and its impact on the organization; and contributes to a positive work culture. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

UNDERSTANDING ALL ASPECTS OF THE INDUSTRY GOALS:



In each row, please check *one* phrase that best describes the student's performance.

9a. TEACHING AND LEARNING ON AN ONGOING BASIS

Needs Development	Competent	Proficient	Advanced	N/A
Developing an appreciation for learning new skills. <input type="checkbox"/>	Participates in professional development opportunities and shares learning upon request. <input type="checkbox"/>	Participates in professional development opportunities and shares learning independently. <input type="checkbox"/>	Uses and actively acquires new skills; initiates training of others. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

9b. BALANCING PERSONAL, PROFESSIONAL AND ACADEMIC RESPONSIBILITIES

Needs Development	Competent	Proficient	Advanced	N/A
Learning to recognize the differences among personal, professional and academic life choices. <input type="checkbox"/>	Applies the ability to manage personal, professional and academic responsibilities. <input type="checkbox"/>	Balances personal, professional and academic life choices. <input type="checkbox"/>	Prioritizes effectively among personal, professional and academic responsibilities. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

9c. SETTING CAREER GOALS

Needs Development	Competent	Proficient	Advanced	N/A
Needs to gain awareness of career opportunities. <input type="checkbox"/>	Aware of career opportunities. <input type="checkbox"/>	Actively researches career opportunities. <input type="checkbox"/>	Initiates steps to accomplish career goals, including participating in professional development activities such as workshops and seminars. <input type="checkbox"/>	<input type="checkbox"/>
Comments:				

TAKING RESPONSIBILITY FOR CAREER AND LIFE CHOICES GOALS:

ADDITIONAL COMMENTS: