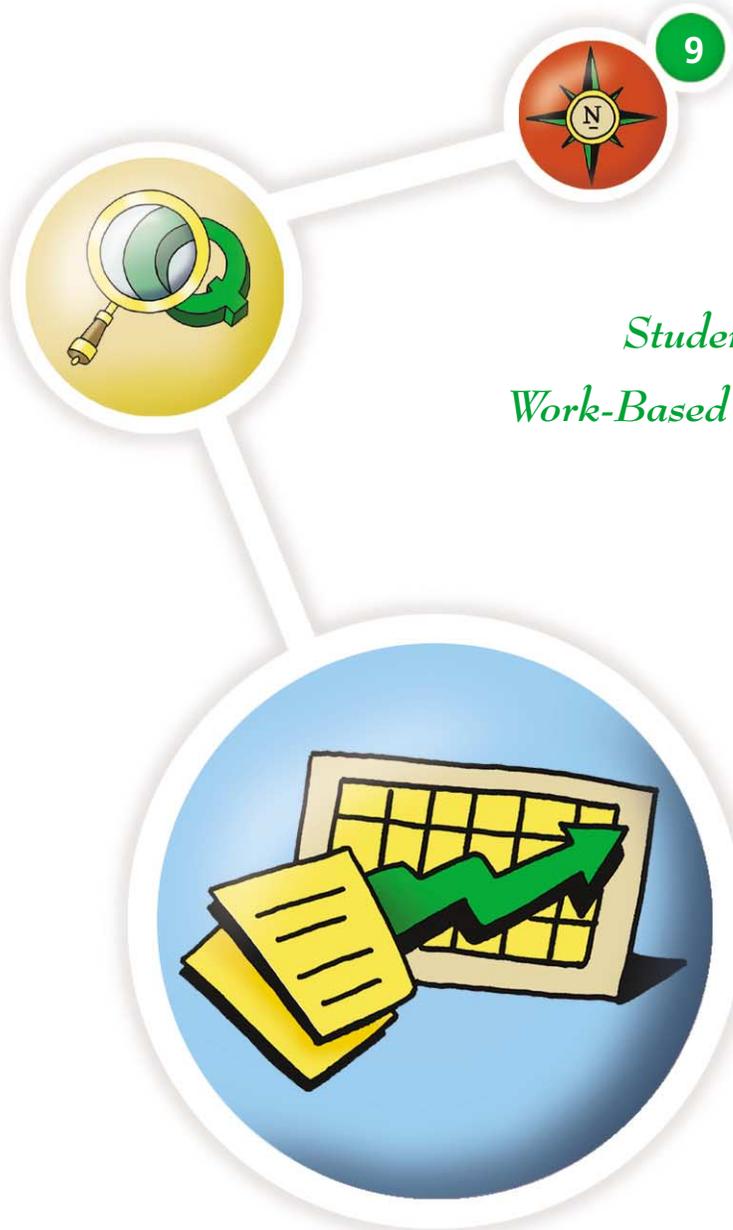


Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*Student Guide to the
Work-Based Learning Plan*

TABLE OF CONTENTS

Student Guide to the Work-Based Learning Plan

Introduction	2
Measurable Learning Objectives	3
The Work-Based Learning Plan and Evaluation Tool	6
Internship Activity Matrix	11

STUDENT GUIDE TO THE WORK-BASED LEARNING PLAN

Introduction

The Kansas City, Kansas Public Schools are committed to providing every student the opportunity to learn, perform and be recognized. Your *Work-Based Learning (WBL) Plan* ensures that these goals will be accomplished even when your learning takes place outside of school.



The *Work-Based Learning Plan and Evaluation* tool was designed to help you plan and keep track of your internship or service learning experience. You can use this as a guide to help you connect what you do and learn at the workplace to your academic classes. The plan also documents your internship or service learning activities, which will help measure what you have accomplished during the experience. It serves as a guide for you and your worksite supervisor and as an evaluation tool when you complete your internship.

This *Student Guide to the Work-Based Learning Plan* provides instructions for writing learning objectives that describe what you hope to learn through your internship or service learning experience. It will also show you how to evaluate your performance based on those objectives. Learning objectives will help you make sure that you and your worksite supervisor are on the same track for planning your activities and projects at the workplace.

There are two parts to the Work-Based Learning Plan: the learning objectives section and the SCANS¹ skills evaluation, which measures your progress in the development of workplace skills. Your teacher will assist you with learning how to write good learning objectives, which you will have your worksite supervisor review. The objectives you set will help you grow in four areas: workplace skill development, academic enrichment, career awareness and personal improvement. Your learning objectives will be used by you and your worksite supervisor to continuously evaluate your activities and performance. Your teacher will meet with you and your worksite supervisor to discuss your progress throughout the internship or service learning project.

To prepare for your internship or service learning project, you will participate in several activities in the classroom that will support your learning at the workplace. These include a self-assessment on the SCANS skills and some reflection activities that will help you determine what you would like to learn during your internship or service learning project.

Because your teacher may not be able to visit the workplace of every student immediately at the start of your internship or service learning projects, it is important that you think about and begin to develop learning objectives for your worksite supervisor to review. This guide will help you prepare for this task.

¹ SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills, which created The SCANS Report for America 2000, issued by the U.S. Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the workplace.

Measurable Learning Objectives

What are learning objectives?

A measurable learning objective is a statement that clearly and precisely describes what it is that you intend to accomplish during your internship. Each learning objective involves new learning, expanded growth or improvement on the job and benefits both you and the workplace.

Why are learning objectives important?

Internships and service learning projects are designed to enhance your education. When learning objectives are carefully crafted and evaluated you get the most out of your experience. They help you connect what you learn in school to the skills you observe and practice at the workplace.

How do I write learning objectives?

The first step in preparing for your internship or service learning project is to think about what you would like to learn and be able to do as a result of this experience. The checklist below can help you to organize, prepare and write learning objectives that will work for both you and your workplace.



- Complete the *SCANS Skills Assessment* to measure your skills.
- Complete the *Student Pre-Internship Worksheet* to identify your interests.
- Learn about All Aspects of an Industry to understand more about the workplace.
- Conduct a *Pre-Internship Worksite Supervisor Interview* with your worksite supervisor to discover learning opportunities and requirements at the workplace.
- Draft your learning objectives using the *Learning Objectives Worksheet*.
- Review your learning objectives with your worksite supervisor.
- Use the *Work-Based Learning Plan* to record your learning objectives. Meet with your worksite supervisor and teacher to finalize your *Work-Based Learning Plan*.

Complete the SCANS Skills Assessment

One way for you to become familiar with the skills and attributes employers look for in employees (otherwise known as SCANS skills) is to complete a *SCANS Skills Assessment*. This assessment and other classroom activities will help you measure your interpersonal skills and determine what you want to work on or develop. It will also help you shape your learning objectives according to the skills you want to master.

Complete the Student Pre-Internship Worksheet

Identifying your interests before the experience will help you clearly communicate what you want to do with your supervisor, so that he/she can try to plan your activities accordingly. If you are not clear about what you want to learn and do at the workplace, it will be difficult for your worksite supervisor to guess which activities will best suit your needs and interests. After you have discussed your *SCANS Skills Assessment* results with your teacher, you will fill out the *Student Pre-Internship Worksheet* to define your interests and what you would like to explore during your internship or service learning experience.

Learn about All Aspects of an Industry

In each individual workplace or organization, there are multiple roles and skills necessary to operate day-to-day functions. Individuals in different departments have different skills and roles in the workplace. During your internship, it will benefit you to learn as much as possible about the variety of employee positions and duties. Your worksite supervisor should support you in learning as much about the entire organization as possible.

All Aspects of an Industry is a framework to help prepare you for your roles in the workplace. By understanding the big picture of organizational structure, you will be able to make informed decisions about your future career path. This framework will also help you to see how specific jobs within a career field are interconnected, which may help you plan for job mobility in the future. You will need to think about and use the All Aspects of an Industry framework several times throughout the semester. Your teacher will guide you in some classroom activities that will help you become more familiar with the aspects.

All Aspects of an Industry identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful. The questions below can help you to think in new ways about the industry where your internship or service learning experience takes place.

All Aspects of An Industry

1. Planning

- How does the organization plan the service or product it will produce and set goals to achieve its plan?
- What type of ownership does the organization have? Is it a non-profit, public service or private company? What is the difference between the types?
- How does the organization influence the community's economic, political and social contexts? How is it influenced by those contexts?
- How does the organization identify the needs of people and other influences that determine their goals and plans?

2. Management

- How do people manage the work environment and the staff to achieve the mission and goals of the organization?
- How is the work environment structured in order to achieve the mission? What are the different jobs and roles people have in the organization, and how do they all fit together to work toward the same goals?
- How are facilities, resources, equipment and materials used and organized to meet the needs and goals of the organization?

3. Finance

- How is the organization funded? Is it a non-profit or a for-profit? Does it rely on customers purchasing its products or services or does it rely on grants or other competitive funding?
- Who is responsible for making financial decisions for the organization?
- What methods are used to raise money to run business/organization and to pay employees?

4. Technical and Production Skills

- What are the basic skills necessary for working in the organization?
- Which specific skills in math, communications, computers and time management are needed for an entry-level position in this organization?
- What kinds of thinking and interpersonal skills are needed to run this organization?

5. Principles of Technology

- What kind of technology is used in the organization?
- How is technology used to develop products or services for the organization?

6. Labor Issues

- What are the rights and laws protecting employees regarding: wage, benefits, workers compensation, health and safety and working conditions?
- How do labor issues affect the way the organization makes decisions?

7. Community Issues

- What kind of impact does the company have on the community? Does it provide competition to other agencies? What needed services does the company provide to the community? What kind of impact does this company have on community's infrastructure?
- What kind of impact does the community have on the organization? Does it put restrictions on structures, or limitations on the services or products the organization can provide?

8. Health, Safety and Environment

- What are the health and safety laws for employees? How does the organization ensure they are being met?
- What are the community, state and federal regulations that protect the rights of workers?
- What are the environmental regulations that impact this organization and how are they being met?

9. Personal Work Habits

- What other skills (non-technical) and characteristics are expected in the workplace?
- What kind of interpersonal skills make a person effective in this organization?

Conduct a Pre-Internship Worksite Supervisor Interview

After you have thought about your interests and what you want to learn, and have evaluated your SCANS skills using the *SCANS Skills Assessment* and the *Student Pre-Internship Worksheet*, you will be ready to interview your supervisor. During the interview, you will collect information about what your supervisor expects you to do and wants you to learn during your internship or service learning project. This meeting will allow you to get to know your supervisor and to gather the information you will need to complete your learning objectives. The *Pre-Internship Worksite Supervisor Interview* form will guide you through the interview with important questions and topics to cover with your supervisor. Before the interview, review the questions to make sure you understand them, and identify any other relevant questions missing that you would still like to ask. All of this preparation will guide you in developing your learning objectives.

Draft Your Learning Objectives

After you have collected information about what your worksite supervisor expects you to do and would like you to learn, you will develop learning objectives for your internship or service learning project. You will finalize the *Work-Based Learning Plan* with your final learning objectives when you meet in person with both your supervisor and teacher within the first three weeks of starting your program.

Talk to Your Supervisor About the Workplace (SCANS) Skills Evaluation

The *Work-Based Learning Plan* includes a page on which you and your worksite supervisor will evaluate your workplace or SCANS skills. These skills have been validated by Kansas City employers as being critical to workplace success. For each of the skills, you will be evaluated by your worksite supervisor on a four-point scale. When you begin your internship you should talk to the worksite supervisor about these skills. Find out what "entry level" means to your supervisor in each skill area so that you can plan how to improve your performance.

Use the *Work-Based Learning Plan* to Record Learning Objectives

Use the *Learning Objectives Worksheet* to record your draft learning objectives. When you meet with your worksite supervisor to finalize the objectives, you will transfer them onto the *Work-Based Learning Plan*. Your final objectives will be measured and evaluated by your supervisor upon completion of the internship or service learning project. Later in this guide you will find a sample of how a learning objective might be worded in each of the areas.

The Work-Based Learning Plan and Evaluation Tool

The learning objectives section of the *Work-Based Learning Plan* is divided into two categories: the skill development section and the section for academic enhancement, career exploration and personal improvement (defined below). Your teacher will inform you how many learning objectives are required in each category. You will continue to add new learning objectives as you master the initial objectives.

Skill Development Objectives

These objectives are task and skill-based, and are designed to help you advance your abilities to perform workplace functions. They are aimed at practicing or improving a technical or interpersonal skill in the workplace. Writing objectives that relate to skills that you need to get the job done at the workplace is appropriate for this section.

Academic Enrichment, Career Exploration and Personal Improvement Objectives

These objectives are related to the connections between academic and workplace learning, and can provide you with opportunities to explore careers as well as your own personal improvement. Writing objectives that connect something you are learning in school to something you are doing in the workplace is appropriate for this section.

Writing Learning Objectives

The following example illustrates the process that will help you build your objectives:

- *What do I want to learn?*
I will create a handbook. I will work with my supervisor to identify seven guidelines to remember, and I will write descriptions of what each guideline is and why it is important. I will use Microsoft Word to turn them into a handbook.
- *How will the result be measured?*
My handbook will include accurate, helpful information and look professional. My supervisor will include my handbook in materials given to all new volunteers at the center.
By when will the learning have taken place?
By the end of the internship—May 14.
- *Final Learning Objective*
I will learn to develop workplace documents by writing a short handbook with seven guidelines for new volunteers. It will be produced in Microsoft Word and will be approved as a part of the new volunteer package by May 14.

For each of your learning objective statements, it is important to address the following four components:

- **Measurable:** Choose activities that have a desired outcome related to your interest. This may be a result (a project you complete), skill (a skill you will learn or use at the workplace), knowledge (ideas or information you learn at the workplace) or behavior (a personal characteristic or attitude you practice or change).
- **Level of Performance:** The activity you choose should suit your interests but also be challenging.
- **The Means of Evaluation:** Your objective should clearly state how your activity will be reviewed/observed.
- **Specific Conditions:** Finally, you need to identify the time period and specific deadline for accomplishing the objective.

Learning Objective Examples

The following examples illustrate how you can use situations that exist for you personally and at the workplace to craft your learning objectives:

Skill Development

Situation

The worksite supervisor has told you that s/he would like you to be able to develop public speaking skills. You do not feel comfortable speaking in public yet.

Final Learning Objective:

I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.

Academic Enrichment

Situation

The worksite supervisor has told you that you will be stocking shelves and changing displays in the bookstore. In marketing class, you will be studying how small business owners decide to display inventory. During the internship, your goal might be to identify how shelf space is allocated based on the balance of local consumer demand with the desire to bring in distributors' promotional fees.

Final Learning Objective:

I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class by June 12. My supervisor will verify its accuracy.

Career Awareness and Exploration

Situation

The worksite supervisor has told you that you will be delivering inter-office mail to all departments. You have indicated that computer programming is a career interest.

Final Learning Objective:

I will meet and interview three programmers about their jobs using the informational interview tool, write a five paragraph reflective paper on whether a programming career is right for me and discuss it with the head programmer by March 30.

Personal Interest and Improvement

Situation

Your personal goal is to develop better listening skills.

Final Learning Objective:

I will improve my listening skills at work by taking notes, paraphrasing or summarizing key points during Wednesday staff meetings and using those notes to write meeting summaries for the staff update binder each week. staff update binder each week.

As you can see in the examples above, developing learning objectives can help connect your interests directly to tasks at the workplace. Activities that may at first seem irrelevant to your personal goals can be expanded to include opportunities that are particularly meaningful to you.

The time and effort you devote to creating your objectives, coupled with clear discussion with your worksite supervisor about your interests will help to ensure that your experience is relevant to both your needs and the needs of the workplace.

WORK BASED LEARNING PLAN WITH SAMPLE TEXT

KCK PUBLIC SCHOOLS WORK-BASED LEARNING PLAN AND EVALUATION

STUDENT Sylvia Smith **DATE ESTABLISHED** 1/18/03 **DATE EVALUATED** 5/23/03

When identifying learning objectives remember to indicate the answers to the following questions: What do I want to learn? How will I learn this? How will the result be measured? By when will the learning have taken place? See the *Guides to the Work-Based Learning Plan* for more information on how to write learning objectives.

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.

These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						COMMENTS
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	Sylvia demonstrated remarkable eloquence in the delivery of reports at our monthly staff meetings. Her research was excellent; we learned a lot from what she shared with our team.
I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.				X		

Instructions: Indicate date each objective is established and met in the appropriate box.

These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.			COMMENTS
Academic Enrichment, Career Exploration, and Personal Improvement Learning Objectives	Date Established	Date Received	Sylvia was eager to master new skills and to contribute more to the work environment. In demonstrating her skills, she was well organized and thorough.
I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class.	January 27	March 26	
I will interview three programmers about their jobs using the informational interview tool and write a five-paragraph reflective paper on the suitability of a programming career for me and discuss it with the head programmer by March 30.	January 27	February 19	
I will improve my listening skills at work by taking notes, paraphrasing or summarizing key points during Wednesday staff meetings and using those notes to write meeting summaries for the staff update binder each week.	February 19	April 14	

WORKPLACE (SCANS) SKILLS EVALUATION

In addition to evaluating you in your performance in meeting learning objectives, your worksite supervisor will evaluate you on critical skills identified by employers as necessary for advancement in the workplace. Remember to discuss with your supervisor how he/she defines each level, so that you are clear about what you are striving for.

WORKPLACE (SCANS) SKILLS FOR KCK STUDENTS

These skills have been determined by KCK employers as critical skills for students to master. A legend for how to evaluate the level of student progress is included at the bottom of this page. This four-point scale allows you to assess performance against a standard for entry-level employees in your organization.

	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level
Writes information in clear, logical, legible and complete manner.				X	
Receives and responds appropriately to verbal and non-verbal messages.			X		
Chooses words/manner of expression appropriate for the workplace. Reports emergencies.			X		
Learns, reasons, makes decisions and solves problems.			X		
Is punctual. Attends regularly. Informs supervisor of absences in a timely manner.					X
Demonstrates understanding of personal workplace appearance.				X	
Initiates and completes tasks independently.		X			
Can be trusted. Demonstrates integrity.				X	
Works cooperatively with others.			X		
Exhibits appropriate behavior when dealing with clients.	X				
Works well with a variety of people.			X		
Interacts appropriately in social settings.			X		

COMMENTS:

LEGEND

NOT EXPOSED: Student was not provided the opportunity to achieve this objective or demonstrate the skill.

TRAINING LEVEL: Preparing to become work-ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

IMPROVING TOWARD ENTRY LEVEL: More work ready. Has difficulty completing some tasks. May attempt task before asking for help, needs prompting or assistance.

ENTRY LEVEL: Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

EXCEEDS ENTRY: Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.

INTERNSHIP ACTIVITY MATRIX

Internships are experiences that require ongoing commitments from several people. The chart below briefly outlines the roles and responsibilities of the partners and the general timing for the activities. (Remember to discuss with your supervisor how s/he defines each level, so that you are clear about what you are striving for.)

	TEACHERS	STUDENTS	WORKPLACE PARTNERS
Before the Internship Begins	<p>Identify interested and qualified students.</p> <p>Secure placement for students. If a placement is needed, contact New Century Connections or Learning Exchange for assistance (See <i>PathFinder</i> and <i>BEC Factsheets</i>).</p> <p>Distribute <i>Work-Based Learning Permission Form</i> and <i>Work-Based Learning Contract</i>.</p> <p>Coordinate and implement orientation activities for students.</p> <p>Meet with students to clarify grading standards using <i>Internship Grading Rubric</i>.</p> <p>Collect signed <i>Work-Based Learning Permission</i> forms and transportation form and <i>Work-Based Learning Contracts</i>.</p> <p>Determine a communication strategy for the internship.</p> <p>Review <i>Building the Classroom Connection</i> and <i>Teacher Guide for the Work-Based Learning Plan</i>.</p> <p>Prepare students to write learning objectives.</p>	<p>Apply for internship program.</p> <p>If you need help finding an internship placement, let your teacher know.</p> <p>Let teacher know when you have secured a placement.</p> <p>Turn in all signed parent permission forms.</p> <p>Complete student self-assessment and other assignments.</p> <p>Provide any contact information for your worksite supervisor that you can to your teacher.</p> <p>Attend workplace orientation and interview your worksite supervisor. Based on your interview, begin to draft learning objectives, using your <i>Student Guide to the Work-Based Learning Plan</i>.</p>	<p>Indicate interest in having an intern.</p> <p>Register internship and employment opportunities on PathFinder or with the Business/Education Coalition.</p> <p>Interview and select or hire student intern.</p> <p>Determine who will be the person working most closely with the student and the teacher. Inform other staff that a student intern will be at the workplace.</p> <p>Provide workplace orientation for student intern. Review informational packet provided to you by the teacher.</p> <p>Consider opportunities for the student to develop workplace (SCANS) competencies and to get exposure to all aspects of your industry. Review your <i>Workplace Partner Guide to the Work-Based Learning Plan</i>.</p>
During the First Three Weeks of the Internship	<p>Support students' refinement of their learning objectives through classroom activity.</p> <p>Meet with student and worksite supervisor at the workplace for initial visit. Agree to a communication strategy. Finalize the <i>Work-Based Learning Plan</i>.</p>	<p>Develop learning objectives and discuss them with your worksite supervisor.</p> <p>Meet with your teacher and worksite supervisor to finalize the <i>Work-Based Learning Plan</i>.</p>	<p>Work with student to develop work-based learning objectives.</p> <p>Be on the lookout for opportunities at the workplace that will support the student's academic and workplace skill development.</p> <p>Meet with teacher and student intern to finalize <i>WBL Plan</i> and communication strategy.</p>
During the Internship	<p>Coordinate and implement concurrent learning activities at school. Support students in working toward workplace learning objectives.</p> <p>Maintain ongoing communication with worksite supervisor.</p>	<p>Participate in ongoing reflection activities and skill building classroom assignments.</p> <p>Reflect on the connection between what is learned at school and at the workplace.</p> <p>Work toward learning objectives. When you have mastered an objective, create a new one.</p>	<p>Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections.</p> <p>Assist student in working toward learning objectives. When students master or complete an objective, help them to craft another.</p>
At the End of the Internship	<p>Meet with worksite supervisor and student to discuss and complete <i>Work-Based Learning Plan</i> evaluation. Incorporate discussion of the student's next step in this discussion.</p> <p>Provide classroom experiences that help students make the connection between this internship and their next step.</p> <p>Meet with students to discuss <i>WBL Evaluation</i> and students' overall grades in the course.</p> <p>Send appropriate documentation to office of Career and Technical Education c/o Susan Engemann.</p>	<p>Complete self-evaluation and reflection activities. Meet with your worksite supervisor and teacher to discuss your next steps.</p> <p>Complete and send a thank-you letter to your worksite supervisor. Update resume based on new skills and experiences gained.</p>	<p>Meet with teacher and student to complete final evaluation of the student. Make the connection to the student's next step.</p> <p>Complete program evaluation and send to district office to support continuous improvement efforts.</p>

Summary

Once you have drafted your learning objectives, you will meet with your teacher and worksite supervisor to finalize them. You will then record them on your *Work-Based Learning Plan*. Throughout your internship, your supervisor will observe your progress in meeting your learning objectives. As you complete each intended objective, you will work with your supervisor to craft new ones. At the end of the program, your supervisor will evaluate your progress and will evaluate your level of performance and add comments. These documents will help your teacher determine your grade.

