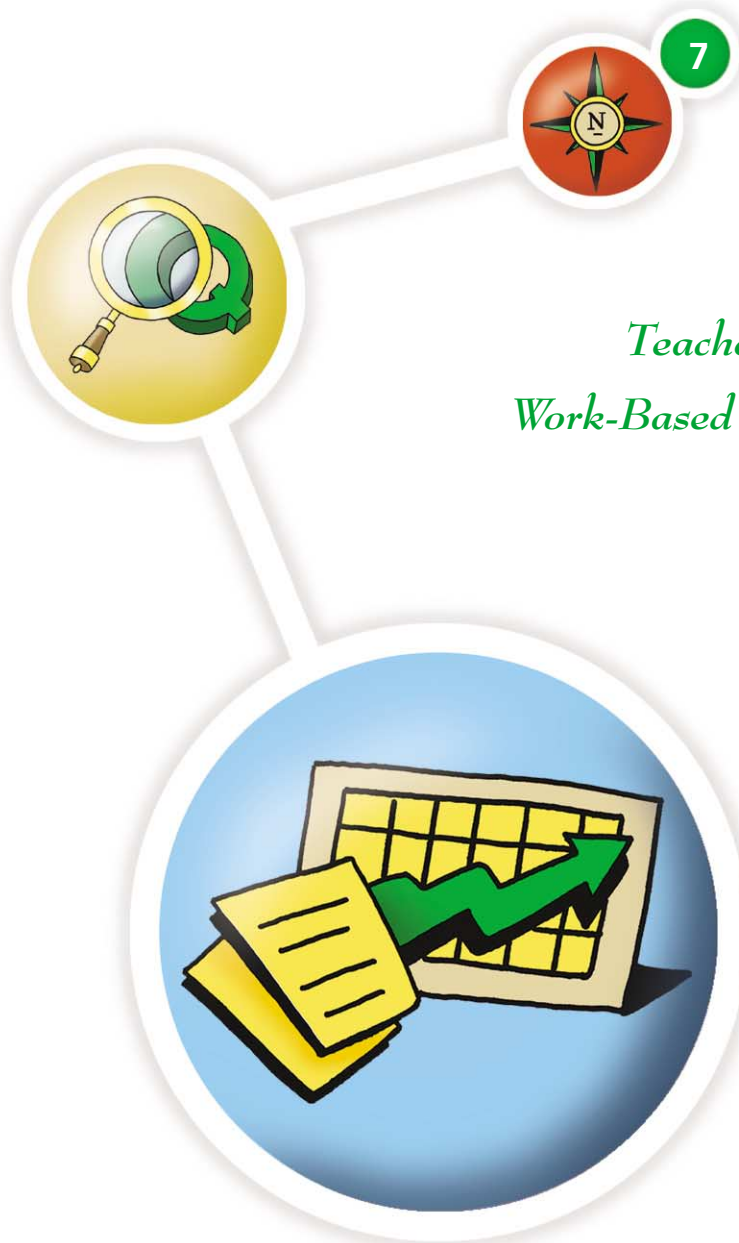


# Quality Work-Based Learning Toolkit

**Kansas City, Kansas Public Schools**



*Teacher Guide to the  
Work-Based Learning Plan*

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# TEACHER GUIDE FOR THE WORK-BASED LEARNING PLAN

## Introduction

This *Teacher Guide for the Work-Based Learning Plan* provides instructions on how to help students and workplace partners in the process of creating learning objectives, evaluating student performance, and utilizing the work-based learning plan to structure learning in the workplace. It is one guide in a series within The *Quality Work-Based Learning Toolkit*, which provides teachers with everything they need to create quality, safe and legal work-based learning experiences for students. This guide should be used with the *How-to Guides for Internships* and *Service Learning*.



The *Work-Based Learning (WBL) Plan* documents what the student will learn and do while engaged in his or her internship. It serves as a guide for the student and the worksite supervisor and as an evaluation tool to measure what students have accomplished during the experience, enhance student learning at the workplace and reinforce academic learning.

There are two parts to the plan: the learning objectives section and the workplace skills evaluation. These elements are planned and evaluated by the student and the worksite supervisor. Your role as teacher is to assist students with learning how to write good objectives, to support both the student and the worksite supervisor during the term of the internship or project through visits and calls, and to develop and deliver supplemental curriculum that will further enhance student learning at the workplace and reinforce academic learning.

The *Student* and *Workplace Partner Guides to the Work-Based Learning Plan* serve as tools to help the student and supervisor create learning objectives and consider ways in which the students' workplace skills competence can be built.

The objectives that students set will help them grow in four areas: workplace skill development, academic enrichment, career awareness and personal improvement. The student and worksite supervisor will be involved in writing the learning objectives and, throughout the internship, evaluating the student's accomplishments.

The steps to prepare students for learning at the workplace are discussed in the *How-to Guide for Internships* and the *How-to Guide for Service Learning* as well as in *Building the Classroom Connection*. Several activities are outlined in those documents, including a student self-assessment on the SCANS<sup>1</sup> skills and some reflection activities that help students determine what they would like to learn during their internship or service learning project.

Because you may not be able to visit the workplace of every student immediately at the start of their internship or service learning project, it is important that students are able to think about and begin to draft learning objectives without your assistance. This guide will help you prepare students for this task

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<sup>1</sup> 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.

### The following toolkit sections supplement this guide:

- ✓ *Creating Quality Work-Based Learning* is an introduction to the principles of Quality Work-Based Learning and lays the foundation for developing any work-based learning experience. The Seven Simple Guidelines presented focus on the "must-haves" for quality experiences.
- ✓ The *How-to Guides for Workplace Tours, Job Shadows, Internships and Service Learning* are step-by-step guides to developing quality work-based learning experiences that work for the student, the workplace partner and the teacher.
- ✓ *Building the Classroom Connection* presents strategies for connecting workplace experiences to classroom lessons and activities.
- ✓ The *Workplace Partner and Student Guides to the Work-Based Learning Plan* provide instructions on writing learning objectives and evaluating student performance.
- ✓ The *Tools* section of this toolkit contains supportive materials including forms, sample classroom assignments and items to assist workplace partners.
- ✓ The collection of *Factsheets* provides overviews of work-based learning structures and programs, laws and regulations and partners, detailing important information about each topic.
- ✓ The *Quality Work-Based Learning Resource List* in the last section of this toolkit lists additional materials and organizations to support Quality Work-Based Learning programs.

## Coaching Students to Write Measurable Learning Objectives

After the students have completed their *SCANS Skills Assessment*, *Student Pre-Internship Worksheet*, an exercise to learn about *All Aspects of an Industry* and the *Pre-Internship Worksite Supervisor Interview*, they are ready to begin to craft their learning objectives. You should guide the students in classroom activities to enhance their understanding of learning objectives. You can also assist students with completing the *Work-Based Learning Plan*.

## Measurable Learning Objectives

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

Internships are designed to enhance students' education. Learning objectives carefully crafted and evaluated ensure that students get the most out of their experience and assess the extent and value of classroom learning when applied to a workplace situation.

The following steps and instructions will assist you in guiding students to write their learning objectives. When writing learning objectives, students should:

- Review their own interests and skill development needs;
- Interview the worksite supervisor about learning opportunities and needs at the workplace;
- Draft learning objectives according to your guidance and the instructions in the *Learning Objectives Worksheet*;
- Refine the learning objectives with their worksite supervisor; and
- Meet with both you and their worksite supervisor within the first few weeks of the experience to finalize the work-based learning plan.



### *Tools*

- All Aspects Problem-Based Learning Activities
- SCANS Skills Glossary and Evaluation Handbook
- SCANS Skills Assessment
- Student Guide to Developing Learning Objectives
- Student Learning Objectives Worksheet
- Work-Based Learning Plan and Evaluation Sample

## BENEFITS OF LEARNING OBJECTIVES

### *For Students*

- Creates a climate for motivation.
- Helps students understand the importance of planning.
- Enables students to plan and gain greater control over their future.
- Adds challenge and a sense of achievement to students' lives.
- Provides a means of self-evaluation.
- Makes students results-oriented so they work smarter.
- Enables students to manage time more effectively.
- Reduces the stress related to the feeling of "not getting anywhere."
- Increases students' chances of success.
- Allows students to determine if their job is compatible with their career aspirations.

### *For Teachers*

- Ensures that student time at the workplace is learning-rich.
- Reinforces academic concepts taught at school.
- Reduces the adult-to-student ratio.
- Provides material for rich classroom discussion.
- Provides students an opportunity to direct their own learning and thus gain confidence in their ability to challenge themselves.

### *For Business and Community Partners*

- Reduces training and recruitment costs.
- Increases productivity by students in the workplace.
- Increases employee morale and leadership skills.
- Increases opportunities for focused involvement in young people's learning.

## The Work-Based Learning Plan and Evaluation Tool

The learning objectives section of the *Work-Based Learning Plan* is divided into two categories: one focused on skill development and one focused on academic enhancement, career exploration and personal improvement. For your internship program, you will need to determine the number of learning objectives required in each of these categories and convey that information clearly to the students and worksite supervisors both verbally and in writing. Keep in mind that more is not necessarily better when it comes to learning objectives. A few specific objectives can be more meaningful than too many. New learning objectives should be added only as students master their initial objectives.

### Skill Development Objectives

These objectives are task- and skill-based and are designed to help students advance their abilities to perform workplace functions. They are aimed at practicing or improving a technical or interpersonal skill. Critical workplace functions, which the student needs to learn to be more effective in an internship, are appropriate objectives in 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 students with opportunities to explore careers and their own personal improvement.

### Setting Learning Objectives

A learning objective states an observable, measurable activity to be learned, a level of performance of that activity, and a given set of conditions under which that activity takes place.

### Writing Learning Objectives

When coaching students in writing learning objectives, you may want to use the following examples:

- *What does the student want to learn?*

I want to learn how to write documents that help new staff members. I want to learn how to help student volunteers be more effective in the childcare center.

- *How will the student learn this?*

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.

*Each learning objective statement should contain four components.*

- The activity should have a desired outcome related to the student's objective. It may be a result, skill, knowledge or behavior.
- The level of performance needs to be specified to ensure that it is challenging but attainable. The performance should be observable and measurable.
- The means of evaluation should be indicated.
- The deadline for accomplishing the objective should be stated.

- *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 14th.

- *Final Learning Objective*

I will learn to develop workplace documents by writing a short handbook with seven guidelines for new volunteers and producing it in Microsoft Word. It will be approved as a part of the new volunteer package by May 14th.

## Examples of Situations that Can Guide Student Learning Objective Selection

### ***Skill Development***

Situation

The worksite supervisor has told the intern that he/she would like the student to be able to develop public speaking skills. The student does 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 the intern that he/she will be stocking shelves and changing displays in the bookstore. In marketing class, students will be studying how small business owners decide to display inventory. During the internship, the student's 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 the student that he/she will be delivering inter-office mail to all departments. The student has stated that computer programming is a career interest.

Final Learning Objective:

I will interview three programmers about their jobs using the informational interview tool, 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.

## *Personal Interest and Improvement*

Situation

A student's personal goal is to develop better listening skills.

Final Learning Objective:

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



### *Guides*

- Student Guide to the Work-Based Learning Plan
- Workplace Partner Guide to the Work-Based Learning Plan



### *Tools*

- Learning Objective Worksheet



### *Resources*

- SCANS Skills Glossary and Evaluation Handbook

## Using the Work-Based Learning Plan to Record Learning Objectives

Through the *Pre-Internship Worksite Supervisor Interview*, the students have collected information about what their worksite supervisors expect them to do and think the students can learn. The students have considered what they want to learn and have evaluated their own SCANS skills using the *SCANS Skills Assessment* and the *Student Pre-Internship Worksheet*. All of this preparation will help them in developing learning objectives for their internships. The following examples illustrate how students can use the results of these activities to craft their learning objectives.

Have students draft learning objectives based on what they know about their internship. Students can use the *Learning Objectives Worksheet* for the drafts. Have students read one another's learning objectives to check that they all have the necessary components.

### 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.						COMMENTS
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	
These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						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>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.</i>				X		
Instructions: Indicate date each objective is established and met in the appropriate box.						COMMENTS
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.						
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>I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class.</i>				January 27	March 26	
<i>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.</i>				January 27	February 19	
<i>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.</i>				February 19	April 14	

# Workplace (SCANS) Skills Evaluation

The *Work-Based Learning Plan* also includes a page on which the student and his or her worksite supervisor will evaluate the student's SCANS skills. For each of the skills, the student will be evaluated on a four-point scale indicated at the bottom of the page. Students should talk to the worksite supervisor about these skills. They should find out what "entry level" means to their supervisor in each skill area so that they can plan how to improve their own performance.

## 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.



### *Guides*

- Workplace Partner Guide to the Work-Based Learning Plan
- Student Guide to the Work-Based Learning Plan



### *Tools*

- All Aspects of An Industry
- SCANS Skills Assessment
- SCANS Skills Assessment Class Activity
- SCANS Skills Glossary and Evaluation Handbook
- Learning Objectives Worksheet
- Work-Based Learning Plan and Evaluation Sample
- Work-Based Learning Plan and Evaluation Form

## Summary

Because students will bring their draft learning objectives to their worksite supervisor to finalize, the support you provide students in the classroom is important preparation. The more support they receive in the classroom, the more effectively they will communicate when they get to the workplace. Student learning at the workplace ideally supports academic goals and workplace skill development. Learning objectives help students stay focused and remember the connection between their internship and school experience.