

**Division of Career and Technical Education  
Office of Career Readiness and Work-Based Learning**

# **CAREER PRACTICUM INSTRUCTOR MANUAL**



**2022 - 2023**

# Work-Based Learning

Work-Based Learning is defined as a structured learning experience at the worksite for a specific timeframe that leads to a career path (Workforce Innovation and Opportunity Act). WBL programs contain three key components: the alignment of classroom and workplace learning; application of academic, technical, and employability skills in a work setting; and support from classroom and worksite mentors ([cte.ed.gov/wbltoolkit/](http://cte.ed.gov/wbltoolkit/)).

The Division of Career and Technical Education offers three credit bearing work-based learning opportunities:

1. Internship
2. Career Practicum
3. Pre-Apprenticeship

Internship is experiential learning that can be paid or unpaid which integrates knowledge and theory learning in the classroom with practical application and skills development in a professional setting. Students in grades 10 - 12 are eligible to enroll in this course. It will not count toward concentrator status.

Career Practicum is a paid or unpaid work experience designed to assist students in grades 11 – 12 in their specific CTE program of study where students earn an industry recognized credential in one of many high-demand occupations. A student must be at least 16 years of age. The student must have completed at least two courses, level 1 and level 2, in a chosen CTE program of study to be eligible for this course.

Pre-Apprenticeship is defined as a program or set of strategies designed to provide instruction or training to increase math, literacy, and other vocational and prevocational skills in order to prepare individuals to enter and succeed in a Registered Department of Labor Apprenticeship (DOL) program and has a documented partnership with at least one, if not more, Registered DOL Apprenticeship Programs. It may be an unpaid or paid Pre-Apprenticeship. A student must be at least 16 years of age. Completers of this program may be given special consideration for entry into a DOL apprenticeship program and/or applied time served, or credits earned toward fulfilling program requirements.

For any questions, call the Office of Career Readiness/Work-Based Learning at (501) 682-4834.

# Course Codes

Course Name	Code	Course Name	Code
Career Practicum - AG: Agriculture, Food, and Natural Resources	490600	Career Practicum - STEM: Information Technology	490710
Career Practicum - Bus: Finance	490610	Career Practicum - STEM: STEM Cluster	490720
Career Practicum - Bus: Hospitality and Tourism	490620	Career Practicum 1 – Computer Science (STEM)	465780
Career Practicum - Bus: Management and Administration	490630	Career Practicum 2 – Computer Science (STEM)	465790
Career Practicum - Bus: Marketing Sales and Services	490640	Career Practicum 3 – Computer Science (STEM)	465880
Career Practicum - Bus: Transportation, Distribution and Logistics	490650	Career Practicum 4 – Computer Science (STEM)	465890
Career Practicum - FCS: Arts, A/V, & Communications	490280	Career Practicum - T&I: Architecture and Construction	490730
Career Practicum - FCS: Education and Training	490660	Career Practicum - T&I: Arts, Audio/Video Technology and Communications	490740
Career Practicum - FCS: Hospitality and Tourism	490670	Career Practicum - T&I: Health Science	490760
Career Practicum - FCS: Human Services	490680	Career Practicum - T&I: Law, Public Safety, Corrections and Security	490770
Career Practicum - STEM: Architecture and Constructions	490690	Career Practicum – T&I: Manufacturing	490780
Career Practicum - STEM: Health Science	490700	Career Practicum - T&I: Transportation, Distribution, and Logistics	490790

# Course Information

## COURSE DESCRIPTION:

The Career Practicum course is a paid or unpaid work-based learning experience designed to assist students in their specific CTE program of study areas and to help them successfully transition from school to a career. Per the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act, the term 'work-based learning' means sustained interactions with industry or community professionals in a real worksite setting to the extent practicable or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction (2018 Perkins V, Section 3, Number 55). This course is eligible for employer tax credit for paid work experiences, and it is eligible for completer status. Students will end the course with an approved credential.

This course is a structured learning experience at the worksite for a specific timeframe that leads to a career path (Workforce Innovation and Opportunity Act). It requires high-quality supervised learning opportunities for students at the worksite and integrated learning in the classroom. A site agreement, which includes the Training Plan, must be completed by the student and WBL Coordinator. The WBL Coordinator and workplace supervisor will evaluate the student.

## ELIGIBILITY OF STUDENTS:

The Career Practicum course is designed to serve students in grades 11 and 12 that are at least 16 years of age who are in good academic standing as deemed by the school and have completed at least one level 1 **and** level 2 courses in the required program of study. The Career Practicum course includes both classroom and worksite training instruction.

The student shall:

- Be employed prior to enrolling in the class or at the end of the second week of school. Students who are not employed by the end of the second week must be withdrawn from the class.
- Receive guided classroom and guided worksite training instruction that is competency-based and incorporates academics and applied learning activities.
- Document and place each completed classroom and worksite training competency in a portfolio. The student shall receive this portfolio at the end of the course.

## COURSE CREDITS:

Students can earn a maximum of 4 credits in a two-year period, at a rate of 1 credit per semester. To earn 2 credits PER YEAR, a student will need 36 hours of classroom instruction (at least 1 hour per week) and 240 work hours (approximately 7 hours per week).

Hours of Classroom Instruction - Semester	Hours of Work Experience – Semester	Credits Earned - Semester
Minimum 18 hours	120 hours	1 credit
Minimum 36 hours	240 hours	2 credits
Minimum 54 hours	360 hours	3 credits
Minimum 72 hours	480 hours	4 credits

1 credit may be granted for an entire year for students that work 120 hours throughout the year and are in class at least 36 hours.

**Classroom hours** should include and should incorporate discussions about soft skills, employability skills, job seeking documents, industry recognized certificates, and individual portfolios.

**Hours of work experience** shall include hours worked weekly on the job site to meet the above required hours.

## CLASSROOM AND WORKSITE EXPECTATIONS:

1. The work-based experience is aligned with the program of study by understanding the program requirements.
  - a. The WBL Coordinator will clearly define roles and supervise the work-based learning experiences.
  - b. Evaluate qualities of effective employees, model positive job performance.
  - c. Develop personal work ethics and soft skills needed in the workplace.
  - d. Identify behaviors essential to succeed in the workplace.

- e. Provide meaningful interaction, communication, leadership, and team building skills.
- f. In order to develop a postsecondary plan, students will engage in reflection by documenting skills and knowledge learned at the worksite.
- g. Manage financial resources – paycheck, budgeting, credit accounts, and investing.

**PROGRAM OUTCOMES:**

1. Increase program of study specific skills and knowledge through real-world experience with a related industry partner.
2. Learn the benefits of having a positive verbal and non-verbal attitude.
3. Develop career attributes for students to be successful in the workplace.
4. Improve communication, leadership, and team building skills.
5. Be aware of all aspects of personal finance.

**ESSENTIAL ELEMENTS OF WORK-BASED LEARNING COORDINATOR:**

1. Career Practicum shall be coordinated at the local level by at least one Work-Based Learning Coordinator who:
  - a. currently has a valid Arkansas teaching license; AND
  - b. is endorsed with the 412 licensure code

**WORK-BASED LEARNING COORDINATOR SUPERVISION PERIOD REQUIRED:**

1. One supervision period for 1-25 students
2. Two supervision periods for 26-50 students
3. Three supervision periods for 51 or more students.  
The conference/planning period may count as one of the three (3) supervision periods.

**THE FOLLOWING MINIMUM DOCUMENTS ARE REQUIRED TO BE WITHIN THE AR SEAMLESS WBL SYSTEM:**

1. Site Agreements
2. Verified work and classroom hours
3. Supervisor Evaluation Forms
4. Career Practicum Placement Report
5. Career Practicum Accountability Report

Example Work-Based Learning Documents can be found in this manual. Separate fillable forms of each example document can be found in the Arkansas Seamless WBL Platform (<https://arkansas.seamlesswbl.com/>), under the “General Resources” tab.

Information to share with stakeholders can be found on the DCTE website under the “Work-Based Learning” Tab. (<https://dcte.ade.arkansas.gov/Page/WorkBasedLearning>)

**THE FOLLOWING REPORTS ARE REQUIRED TO BE COMPLETED WITHIN THE AR SEAMLESS WBL PLATFORM:**

1. Career Practicum Placement Report – October 1 and January 31
2. Career Practicum Accountability Report – October 30, January 15, March 30, and May 20

Reports will be pulled automatically by DCTE through the Arkansas Seamless WBL platform. Please have all required information for reporting in the system by the dates listed above for accurate reporting.

# ARKANSAS SEAMLESS WBL PLATFORM

Work-Based Learning Coordinators shall use the Arkansas Seamless WBL Platform in order to send required Accountability and Placement reports to the state office.

**Arkansas Seamless WBL Platform Log-In Page:** <https://arkansas.seamlesswbl.com/>

New Work-Based Learning Coordinators should contact the Office of Career Readiness/Work-Based Learning to be entered into the system and receive your log-in information.

The AR Seamless WBL Platform can help manage all components of work-based learning. Major functions of the platform include:

- Organizing student and employer information
- Managing work-based learning activities
- Students can log hours and keep up with a portfolio within the student portal
- Employers can access agreements, verify hours, and see documents
- All documentation in a digital format in one location
- Accountability and Placement Reports are automatically pulled for the State Office
- Detailed reporting for better program analysis
- Provides a job board for students

## ARKANSAS SEAMLESS WBL RESOURCES:

The following resources can be found under the “Knowledge Base” tab within the AR Seamless WBL Platform: Quick-Start Guide, Administrator User Manual, Educator User Manual, Seamless WBL Platform Short Demo Video, Seamless WBL Platform Full Demonstration. You can also find the link to AR Seamless WBL platform along with the quick guide and Short Demo Video on the DCTE, Work-Based Learning website. (<https://dcte.ade.arkansas.gov/Page/WorkBasedLearning>)

For specific questions about the AR Seamless WBL platform, please contact the Office of Career Readiness/Work-Based Learning at 501-683-6254.

## SITE AGREEMENTS:

Site Agreements between the student, WBL Coordinator, and worksite supervisor are created within the AR Seamless WBL. Work-Based Learning coordinators can customize agreement templates to include verbiage specific to his or her district requirements and student job duties. A student and worksite supervisor can log-in to view and digitally accept/sign the agreement or the Site Agreement can be sent for physical signatures by downloading and printing the document.

An empty site agreement is included in this manual as an example. The AR Seamless WBL system populates the student and employer data automatically once it is attached to a WBL partner activity.

The training plan is now integrated into the site agreements under the section labeled “Training Plan” this is where you will choose the tasks, skills, and activities the student will develop and engage in during their experience.

## ACCOUNTIBILITY AND PLACEMENT REPORTS:

The AR Seamless WBL Platform allows WBL Coordinators and the state office to pull various reports including Accountability and Placement Reports for each school within the system. The Work-Based Learning Coordinator will be responsible for entering the required data for both reports within the system by the dates listed on page 5 of this manual.

# Frequently Asked Questions (FAQs)

**1. Why are there so many course codes?**

Arkansas CTE has established a Career Practicum course code for each of the National Career Clusters. Any student enrolled in a Career Practicum course will enroll in the course code that relates to the student's program of study and corresponding career cluster.

**2. With each career cluster having a different course code, is it possible to have multiple codes assigned to one class period?**

Yes. eSchool allows multiple course codes to be assigned to one class period (e.g., 3 students enrolled in 490230, 2 in 490360, and 9 in 490290).

**3. Which course code do I use?**

This is determined by the Program of Study your district offers in CTE. A student in a Construction Technology Program of Study would be enrolled in *Career Practicum – T&I: Architecture and Construction* after completing Level 1: *Construction Foundations* and Level 2: *Carpentry* courses. Construction Technology is a Program of Study within the Trade and Industry Office, and part of the Architecture and Construction national cluster.

**4. What is the max number of credits that can be earned in the program?**

The total number of credits that may be earned is four (4) over the course of a two-year period (2 credits per year according to the required hours on Page 3).

## RESPONSIBILITY OVERVIEW

Student	<ul style="list-style-type: none"> <li>• Completed at least one level 1 <b>and</b> level 2 course in chosen Program of Study.</li> <li>• Placement in a setting that relates to a chosen Program of Study.</li> <li>• Academic standing determined by the school administration.</li> <li>• Acceptable attendance record as determined by the school administration.</li> <li>• Recommendation forms and written recommendations from a counselor, a teacher in the student's career major area, and an academic teacher.</li> <li>• Complete Career Practicum application form.</li> <li>• Applicable Career Practicum Training Plan and certifications.</li> <li>• Complete and sign site agreement within the AR Seamless WBL platform.</li> <li>• Provide transportation.</li> <li>• Complete and maintain Student Experience form.</li> <li>• Maximum length of enrollment in the Career Practicum program shall be two years.</li> <li>• Complete a portfolio.</li> <li>• Complete a self-evaluation in December and May.</li> </ul>
Work-Based Learning Coordinator	<ul style="list-style-type: none"> <li>• Provide students with classroom instruction in curriculum that reinforces basic workplace skills and soft skills.</li> <li>• Establish local business partnerships.</li> <li>• Conduct public presentations to organizations to promote program.</li> <li>• Work with employers to develop a work-based learning experience for students.</li> <li>• Assist students in job placement that reflects their program of study.</li> <li>• Applicable Work-Based Learning Training Plan and industry recognized certifications.</li> <li>• Create site agreement within the AR Seamless WBL platform.</li> <li>• Visit potential sites before placing students with business or industry.</li> <li>• Conduct four visits (one per quarter) to student worksites and complete Site Visit Form.</li> <li>• Maintain the four evaluation and/or improvement plans for students:               <ul style="list-style-type: none"> <li>• Mid-October, Mid-December, Mid-March, and Mid-May</li> </ul> </li> <li>• Complete required data entry in the AR Seamless WBL platform for DCTE to pull the Career Practicum Placement reports on October 1 and January 15.</li> <li>• Complete required data entry in the AR Seamless WBL platform for DCTE to pull the Career Practicum on October 30, January 15, March 30, and May 20.</li> </ul>
Worksite Supervisor	<ul style="list-style-type: none"> <li>• Meet with Work-Based Learning Coordinator to review standards of Career Practicum.</li> <li>• Provide safe conditions.</li> <li>• Complete and sign a site agreement within the AR Seamless WBL platform or other method approved by the WBL coordinator. Alternative methods of site agreements must be uploaded into the AR Seamless WBL platform.</li> <li>• Provide safety instructions to the student for all tasks and duties to be performed.</li> <li>• Meet and/or communicate with the Work-Based Learning Coordinator at periodic intervals to discuss the student's progress.</li> <li>• Mentor students in developing their job skills and knowledge.</li> <li>• Monitor student's attendance.</li> <li>• Complete evaluation and/or improvement plans for students:               <ul style="list-style-type: none"> <li>• Mid-October, Mid-December, Mid-March, and Mid-May</li> </ul> </li> </ul>
Administration	<ul style="list-style-type: none"> <li>• Provide Work-Based Learning Coordinator time for supervision according to Page 5 of the Career Practicum Instructor Manual.</li> <li>• Support and implement rules and regulations related to student release time and procedures.</li> </ul>
Parent/Guardian	<ul style="list-style-type: none"> <li>• Review and sign a printed copy of the site agreement.</li> </ul>

Student Signature: \_\_\_\_\_



# HIGH SCHOOL WORK-BASED LEARNING PROGRAM APPLICATION FORM (EXAMPLE)

*(Print Legibly in Blue or Black Ink)*

First Name:			Middle Name:			Last Name:		
Age:				Date of Birth:				
Address:			City:			State:		
Home Phone: (if available)				Cell Phone:				
Driver's License:				Access to Transportation:				
Sex: (circle one) Male      Female				Grade next Fall:				
Parent/Guardian Name:			Cell Phone:			Work Phone:		
			Address if different than above address:					

CTE Program Area: Check one	<input type="radio"/> AGRICULTURE <input type="radio"/> BUSINESS AND MARKETING <input type="radio"/> FAMILY AND CONSUMER SCIENCE <input type="radio"/> STEM <input type="radio"/> TRADE AND INDUSTRY <input type="radio"/> N/A
Program of Study:	List the courses taken or currently enrolled, in the above area that you checked:

Please write one paragraph describing your career goals, why you are interested in the Work-Based Learning Program, and the Work-Based Learning position that you are interested in working.

Do you have obligations next year that could interfere with your ability to work at least \_\_\_\_\_ hours daily in the Work-Based Learning program?    Yes     No

If yes, explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Number of Absences this year:	Number of Tardies this Year	
Previous Work Experience:	Name of Business:	Full Time Part Time
Job Description:		
Are you currently employed?	If yes, where?	

**Applicant Questions:**

1. What do you expect to gain from this Work-Based Learning program?
2. Do you prefer to work alone or in a team? Why?
3. Describe yourself in three words.

**Attach Resume**

I have read and completed this application. I understand that if I am selected to participate in this program, I will commit at least \_\_\_\_\_ hours per week outside of school to the program. I will provide my own transportation. I understand that I will be terminated from the program, as well as any related employment, if I fail to meet the Work-Based Learning requirements.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I understand that if my son/daughter is selected to participate in the program, he/she will have to provide his/her own transportation and commit \_\_\_\_\_ hours of work each week to the program.

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# HIGH SCHOOL WORK-BASED LEARNING RECOMMENDATION FORM (EXAMPLE)

Student Name \_\_\_\_\_ Grade: \_\_\_\_\_

School \_\_\_\_\_

CTE Career Pathway Area \_\_\_\_\_

	Below Average	Average	Above Average	Excellent	No Basis for Judgment
<b>Responsibility</b>					
<b>Attitude</b>					
<b>Effort</b>					
<b>Interpersonal Skills</b>					
<b>Personal Values and Ethics</b>					

Please give reasons for your ratings and other comments indicating your estimation of this student's qualifications. Please attach this to your recommendation letter.

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**C O N F I D E N T I A L   I N F O R M A T I O N**

**DO NOT GIVE BACK TO STUDENT---RETURN TO: \_\_\_\_\_ by:**

**Attach to written recommendation letter.**

**Use school mail box or mail to:**

Please check one:

\_\_\_\_\_ I **recommend** that the above student be accepted into the Work-Based Learning Program.

\_\_\_\_\_ I **do not recommend** that the above student be accepted into the Work-Based Learning Program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Subject Taught or Relationship

\_\_\_\_\_  
Date



02/01/2021

**Arkansas School Name**

**School Address**

## **Site Agreement -EXAMPLE-**

Following is an agreement for **Student Name** to participate in a work-based learning activity in participation with **Employer Name**. This agreement is effective once student, parent or guardian, worksite supervisor, and WBL coordinator signatures have been added to this document.

### **Student Information**

**Student Name:**

**Student Address:**

**Student Phone Number:**

**Student Email Address:**

**Parent/Guardian Name:**

**Parent/Guardian Phone Number:**

**Parent/Guardian Email Address:**

**If Parent/Guardian is NOT the emergency contact, please list here:**

### **Employer Information**

**Employer Name:**

**Employer Address:**

**Employer Phone Number:**

**Supervisor Name:**

**Supervisor Phone Number:**

**Supervisor Email Address:**

### **Details on Work Experience**

**Type of Placement:**

**Compensation:**

**Start Date:**

**End Date:**

**Work Hours Per Week:**

#### **Safety Training**

Safety of the student learner is a top priority. Therefore, we ask employers to help us insure that

safety procedures and policies are adhered to. As a school district, we will provide basic work placesafety instruction, including instruction on safe work habits and safety training on program equipment. As a part of that instruction, we ask that the student learner use the following safety devices (safety glasses, face masks, vinyl gloves, safety boots, work gloves, ear protection or respirators) when requested by their employer. The student's initials below attest that training has been provided and received.

Student Learner Initials:

### **Hazardous Occupations**

Hazardous Occupations Orders Nos. 5, 8, 10, 12, 14, 16 and 17 (as stated by the US Department of Labor, Child Labor Provisions) contain exemptions for 16- and 17-year old student learners, provided they are employed under the following conditions:

- The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school; and
- Such student-learner is employed under a written agreement which provides:
  - that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training,
  - that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person,
  - that safety instruction shall be given by the school and correlated by the employer with the-job training, and
  - that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Reference <https://www.dol.gov/general/topic/youthlabor/hazardousjobs> to see if a student occupation is considered hazardous for students under the age of 18.

### **Student Learner Responsibilities**

The student learner agrees to do the following:

- Meet all academic and attendance requirements of the school and program. Be
- responsible for transportation to and from the worksite.
- Arrive on time, or inform school and business of any absence or tardiness as soon as possible. (Students who are absent from school may not work that day and must notify the employer.) Follow
- all the host company's policies and procedures, including dressing appropriately and adhering to all safety rules and procedures.
- Meet the objectives set forth in the training plan.
- Complete a weekly record of hours worked, and submit it to the WBL coordinator. Complete
- the designated minimum hours of supervised training at assigned worksite as directed by the school program.
- Will have employment with the first two weeks of school or be removed from the program. Be
- removed from the program if released from the worksite for a justified reason.
- Given two weeks to obtain another job if the student quits, or the student will be removed from the program with administration approval.
- Remain at the worksite unless a request to transfer is approved by the work-based learning

(WBL) coordinator. All worksites must be approved by the WBL coordinator.

- Report a worksite related injury to the WBL coordinator immediately.
- Students must follow all confidentiality rules of the training site.

### **Employer Responsibilities**

The employer agrees to do the following:

- Provide a work-based learning experience for the student for the full length of time in this agreement.
- Structure learning by assigning a variety of tasks and by giving the student an opportunity to work in a variety of areas consistent with the objectives set forth in the training plan.
- Provide the student with specific instruction related to any assigned task or to the use of any specific equipment.
- Ensure that the student's work is supervised by an experienced and qualified person. Ensure
- that the worksite meets all safety regulations and is free from obvious hazards. Report a
- worksite related injury to the WBL coordinator immediately.
- Ensure that the student's work conforms to all laws and regulations governing minors in the workplace and conforms to the federal child labor laws and regulations and conforms to the federal child labor laws and regulations.
- Record hours worked.
- Complete evaluations of the student's work as requested by the WBL coordinator.

### **School Responsibilities**

The WBL Coordinator/school agrees to do the following:

- Support the student in deriving the most benefit from the work-based learning experience. Provide
- all necessary training to prepare the student for the work-based learning experience. Monitor the
- academic progress of the student.
- Perform a worksite visit to ensure a safe work environment.
- The WBL coordinator will visit and contact the training site supervisor four times (one per quarter) to assess the student's learner, to discuss the student's progress, and find out what related instruction is needed.
- The teacher will provide weekly instruction in the classroom. May
- remove a student due to lack of attendance.
- May remove student if he/she does not have another job within two weeks of quitting a job with administration support and approval.
- Will ensure all existing rules and regulations of the program are followed. The worksite supervisor and/or WBL coordinator may remove students immediately that are not following the guidelines of the program. Ensure that all laws and regulations related to work-based learning are followed.
- Ensure that credit is received for successful completion of the experience.
- Provide guidance and counseling to the student to support his or her career-planning decisions.

### **Performance Elements Occupation:**

Occupation Title

### **Occupation Description:**

Description

### **Tasks:**

1. .
2. .
3. .

**Skills:**

1. .
2. .
3. .

**Work Activities:**

1. .
2. .
3. .
4. .

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have read the above training agreement and understand the responsibilities assigned to my child and the relationship to the program.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

Worksite Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

WBL Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# SITE VISIT RECORD (EXAMPLE)

Student's Name		Date and Time	
Site		Site Supervisor	
Contact Person (today's visit)			

Purpose of Visit:  Student Observation                       Conference  
 Problem Resolution                       Other: \_\_\_\_\_

This form must be completed for work site visits. Remember to record observations, actions to be taken, and recommendations. Identify specific strengths and needed improvements.

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General Observations:

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Student Conference/Comments:

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Worksite Supervisor Conference/Comments:

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Work-Based Learning Coordinator Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_



# TRAINING SITE SUPERVISOR EVALUATION REPORT

Student Name \_\_\_\_\_ Completion Deadline \_\_\_\_\_

Employer Name \_\_\_\_\_ Training Supervisor \_\_\_\_\_

Grading Period \_\_\_\_\_ Work-Based Learning Coordinator \_\_\_\_\_ Phone \_\_\_\_\_

Please indicate, on the scale from 1 to 10, your estimate of the student in each area. Omit any traits that do not apply or cannot be properly evaluated at this time. It is suggested that you take time to discuss the evaluation with the student after it is completed.

**PERFORMANCE ON THE JOB:**

**Quality of Work for Job**

10	Very accurate and thorough
9	
8	Careful, rarely inadequate
7	
6	
5	Usually accurate
4	
3	Careless
2	
1	Makes many errors

**Speed**

10	Very Fast
9	
8	Fast
7	
6	
5	Average
4	
3	Slow
2	
1	Very Slow

**Care of Working Area**

10	Very clean and orderly
9	
8	Keeps area clean
7	
6	
5	Average
4	
3	Careless
2	
1	Very untidy

**Job Learning**

10	Learns exceptionally well
9	
8	Learns with ease
7	
6	
5	Learns adequately
4	
3	Learns with difficulty
2	
1	Little or no learning

**Use of Working Time**

10	Very busy
9	
8	Busy
7	
6	
5	Average
4	
3	Needs to improve
2	
1	Very wasteful

**Initiative**

10	Self-motivated
9	
8	Needs little direction
7	
6	Performs as instructed
5	
4	Not a self-starter
3	
2	Must always be told what to do
1	

**Use of Job Materials**

10	Very careful
9	
8	Above average
7	
6	
5	Acceptable
4	
3	Careless
2	
1	Wasteful

**Attendance**

10	Always prompt and present when scheduled
9	
8	Seldom off – valid reasons only
7	
6	
5	Absent occasionally
4	
3	Above average absences
2	
1	Excessive absences

**ATTITUDES TOWARD WORK**

**Attitude Toward Fellow Workers**

10	Very cooperative and friendly
9	
8	Cooperative and friendly
7	
6	
5	Cooperative
4	
3	Has a negative attitude
2	
1	Unable to get along

**Attitude Toward Superiors**

10	Very respectful, helpful, accepts criticism
9	
8	Respectful, helpful, accepts criticism
7	
6	
5	Average
4	
3	Does not accept criticism
2	
1	Disrespectful

**Customer Contact**

10	Very courteous
9	
8	Pleasant and helpful
7	
6	
5	Average
4	
3	Needs improvement
2	
1	Discourteous

**Enthusiasm**

10	Very eager to learn
9	
8	Enjoys work
7	
6	
5	Average
4	
3	Shows little interest in job
2	
1	Does not seem to like work

**Responsibility**

10	Accepts readily and handles well
9	
8	Accepts willingly
7	
6	
5	Accepts
4	
3	Needs to improve
2	
1	Unsatisfactory

**Dress and Grooming**

10	Always good
9	
8	Most often good
7	
6	
5	Occasionally poor
4	
3	Often poor and inappropriate
2	
1	Always inappropriate

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WBL Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# TRAINING SITE SUPERVISOR EVALUATION REPORT

Internship

Career Practicum

Pre- Apprenticeship

<b>Student's Name:</b>	<b>Grade Level:</b>
<b>Place of Employment:</b>	<b>Supervisor's Name:</b>
<b>Supervisor's Telephone #:</b>	<b>Evaluation Date:</b>

**Supervisor Responsibilities:** Please complete the table below, share the rating with the student; give the form to the Work-Based Learning Coordinator.

### Evaluation

**Scale: 1 - Poor**

**2 – Needs Improvement**

**3 – Average**

**4 - Good**

**5 – Excellent**

Attendance/Punctuality	1	2	3	4	5
Appropriate Dress	1	2	3	4	5
Attitude towards Superiors	1	2	3	4	5
Attitude towards work	1	2	3	4	5
Customer Service	1	2	3	4	5
Use of working time	1	2	3	4	5
Initiative	1	2	3	4	5
Following Directions	1	2	3	4	5
Job learning	1	2	3	4	5
Adaptability/Flexibility	1	2	3	4	5
Teamwork with Co-workers	1	2	3	4	5
Time Management	1	2	3	4	5
Quality of Work	1	2	3	4	5
Speed of Work	1	2	3	4	5
Specific Skills for Job	1	2	3	4	5

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WBL Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## STUDENT EXPERIENCE FORM (EXAMPLE)

Student Name		
Worksite Location		
Supervisor Name Contact Information		
Week 1	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 2	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 3	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 4	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 5	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 6	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 7	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 8	Date:	Hours Completed:

My responsibilities this week and what I learned from my experience:

Week 9

Date:

Hours Completed:

My responsibilities this week and what I learned from my experience:

Student Signature: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Comments:

# Work-Based Learning Student Reflection

After completing your work-based learning experience you need to reflect on that experience in order to grow personally and professionally. Use this form as a tool to complete this reflection.

Answer the following questions to the best of your ability with well thought out and constructed responses:

1. Briefly describe your work-based learning experience and the occupation that you participated in.
2. During this experience what went well? What did you enjoy about it?
3. During this experience what soft skills did you struggle with the most? For example, interpersonal communication, time management, working with leadership, etc.
4. With what job skill or task did you have the most trouble?
5. What did you do to improve on those trouble areas?
6. What can you do to continue to improve in these areas?
7. Review your worksite evaluation from your supervisor. What scores surprised you?
8. Think back to your experience. Why do you think you received this score?

9. What can you do to improve yourself as a professional to improve this score?
  
10. How has this experience prepared you for life after high school and in your future career and how will it influence your future?
  
11. What career goals might you set for yourself after this experience?
  
12. If you completed a career practicum, how has this experience affected your view of your CTE program of study?

# CAREER PRACTICUM PROGRAM PORTFOLIO GUIDELINES (EXAMPLE)

Students enrolled in Career Practicum must complete a portfolio (traditional or electronic). Suggested items to include which can be modified by Work-Based Learning Coordinator:

<b>Cover Page</b>	This will be on the outside of your binder or first page.
<b>Table of Contents</b>	Do last.
<b>Philosophy Statement</b>	One page description of career philosophy.
<b>Five Year Goal Plan</b>	Five year goal plan should include educational, professional, and personal goals.
<b>Cover Letter</b>	Cover letter written with a purpose and in the correct format.
<b>Resume</b>	Detailed description of activities in the correct format.
<b>Reference list</b>	List at least 3 references that an employer may contact...no friends or relatives.
<b>High School Transcript</b>	All available grading periods included.
<b>Letters of Recommendation</b>	General letters of recommendation (2 to 3—these can be copies of letters that you may already have). Letters should be from a work supervisor, teacher, coach, etc.— <b>no family or friends</b> .
<b>Certifications</b>	All certifications earned by the student. (NCRC, equipment certifications, Servsafe, OSHA etc.)
<b>Skills List</b>	Specialized classes, hardware/software skills, technical competencies, workshops completed, soft skills—be detailed.
<b>Work-Based Learning Evaluation reports</b>	The evaluations completed by supervisor and WBL coordinator.
<b>Work Samples</b>	Include at least 2 exemplary work samples. Samples can include: pictures, narratives, examples of written work or projects.
<b>Academic Items</b>	Report card, completer certificate, essay, sample of graded work, etc.
<b>Community/Volunteer Service</b>	Document at least 10 hours of community service for the year. Include a typed narrative of these; example, church, clubs, organizations joined.
<b>Extra-curricular Activities</b>	Examples of relevant extra-curricular activities including leadership roles within the activities.
<b>Collaboration</b>	Examples of effectively collaborating with peers. Ex.
<b>CTSO experience</b>	Examples of membership and participation within a CTSO.
<b>Honors/Awards/Achievements</b>	Include a typed narrative about certifications, accomplishments, honors, etc.
<b>Assessment Results</b>	ACT/SAT, ASVAB, certification exams, etc
<b>Personal Reflections</b>	Reflections on WBL experience, projects completed, and varying experiences during the WBL processes.

## YA / CP PORTFOLIO RUBRIC

Category	Beginning Proficiency 1	Approaching Proficiency 2	Meets Proficiency 3	Exceeds Proficiency 4	Self-Score	Points Earned/Comments
<b>Cover Page</b>	Needs improvement	A little added design	Meets requirement	Well-designed with all parts		
<b>Table of Contents</b>	Missing multiple	Missing 2 items	Missing 1 item	Completely correct		
<b>Philosophy Statement</b>	An idea of career philosophy.	Description of career philosophy..	Clear description of career philosophy. Well written.	Well-developed description of career philosophy. Well written.		
<b>Five Year Goal Plan</b>	Includes some goals and some areas.	Includes five year plan but not all areas.	Includes five year plan for educational, professional, and personal goals.	Includes well-developed five year plan for educational, professional, and personal goals.		
<b>Cover Letter</b>	No clear purpose or lack of focus.	Clear purpose not focused on career area of interest.	Well- Developed Purpose, correct grammar and formatting.	Well-Developed Purpose, focused on career area of interest, correct grammar and formatting.		
<b>Resume</b>	Not all information included. Not formatted correctly.	Most information included. Minor formatting issues.	Correct information, detailed work and learning experiences, correct format.	Useful and correct information, detailed work and learning experiences, correct format.		
<b>Reference List</b>	Not complete	Missing 2	Missing 1	Completely correct		
<b>HS Transcript</b>	Not Included			Included and accurate		
<b>Letters of Recommendation</b>	Letters not from an appropriate source.	Only 1 letter included from appropriate source.	At least 2 letters included from appropriate references.	More than 2 letters included from appropriate references.		
<b>Certifications</b>	Not included			Included and accurate		
<b>Skills List</b>	Few or not relevant skills included.	Some skills included related to career pathway.	Majority of skills related to career pathway.	Mastered skills related to career pathway.		
<b>Work-Based Learning Evaluation Reports</b>	No included	Less than 2 reports	At least 3 reports	More than 3 reports		
<b>Work Samples</b>	At least 1 work samples highlighting experience on the job. Include pictures and narratives when appropriate.	At least 2 work samples highlighting experience on the job. Include pictures and narratives when appropriate.	At least 2 exemplary work samples highlighting experience on the job. Include pictures and narratives when appropriate.	More than 2 exemplary samples highlighting career related experiences. Include pictures and narratives when appropriate.		



<b>Academic Items</b>	Include 1 academic item.	Include 2 academic items.	Include 3 academic items.	Include more than 3 academic items.		
<b>Community Service</b>	Examples of less than 5 hours of community service.	Examples of less than 10 hours of relevant community service.	Examples of at least 10 hours of relevant community service.	Include more than 10 hours of relevant community service.		
<b>Extra-curricular Activities</b>	1 or no examples of extra-curricular activities.	Examples of extra-curricular activities.	Examples of relevant extra-curricular activities.	Examples of relevant extra-curricular activities including leadership positions.		
<b>CTSO experience</b>	Not included.	Include summary of CTSO membership.	Include summary of CTSO membership and activities.	Include summary of CTSO membership, activities, projects, and leadership.		
<b>Honors/Awards/Achievements</b>	Not included.			Include summary about honors/awards /achievement.		
<b>Assessment Results</b>	Not included.			Includes all assessment results.		
<b>Personal Reflections</b>	Not included.	Personal reflection included but does not follow an approved template.		Reflection included that follows an approved template.		