

Appendix 7

Sample Current Work-Site Learning (WSL) Form

Directions: Please complete one form per employer. A minimum of 500 hours (0.5 credits) up to 2000 hours (2.0 credits) may be awarded prior to WSL credit.

PARTICIPANT

Name _____

Birthdate _____

Address _____

City, State, Zip _____

EMPLOYER

Business Name _____

Address _____

City, State, Zip _____

Work Supervisor's Name _____

Work Supervisor's Title _____

Work-Site Phone _____

EXPERIENCE

Dates of Employment From _____ To _____

Type(s) of Work _____

Skills Acquired _____

TRAINING/WORK TIME DOCUMENTATION

Attached is documentation of my hour/time & wage reports off paycheck stubs (copies okay) for the entire date of employment reported above.

WSL Plan and Evaluation Tool Documentation (Two per 1000 Hours)

Appendix 7

Other

CERTIFICATION

I certify to the best of my knowledge, the above information & documentation regarding working hours is true.

Participant Signature/Date _____

Guidance for the Assessment of Current Work-Site Learning (WSL)

This guidance provides instructions on how to help students and work-site partners in the process of creating learning objectives, evaluating student performance, and utilizing the work-site learning plan to structure learning in the workplace. The Work-Site Learning (WSL) Plan and Evaluation Tool documents what the student will learn and do while engaged in his or her work-based learning experience. The Plan serves as a guide for the student and the work-site supervisor and as an evaluation tool to measure what students have accomplished during the experience, enhance student learning at the work-site and reinforce academic learning.

WSL may have general aims or learning outcomes, but takes place in context-specific locations. It is the 'situatedness' of the performance that poses particular challenges in respect of assessment, since the expectations have to be stated at a level of generality that can encompass a variety of contexts whilst not being so loose as to be valueless.

WSL is focused on building the essential skills and knowledge to effectively conduct current job responsibilities and/or to advance in job responsibilities and career steps. The WSL experience is learner-centered and may be a paid or unpaid experience. Learning is co-created by the individual student and the person responsible for facilitating that learning, typically the employer. Employers and students jointly identified the learning that was to take place; the intended learning outcomes were embodied in a learning contract; and the student's achievement of the outcomes was marked against sector skill requirements and their job description.

The Work-Site Learning (WSL) Plan and Evaluation Tool

The learning objectives section of the WSL Plan is divided into two categories: one focused on skills developed through customized learning objectives and one focused on academic enhancement, career exploration and personal improvement centered on Iowa's 21st Century Skills.

To achieve one high school credit for current work-site learning experience two completed evaluations and documentation of 1,000 hours must be presented to the HSED Provider. Development of the WSL Plan and Evaluation Tool is a collaborative effort that aligns the education efforts of the HSED Provider, the student and their work-site or career interest.

Note: A current signed release form from the student should be on file documenting approval to share educational records in accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

Developing Measurable Learning Objectives

For each student participating in receiving current WSL elective credit for their high school equivalency, the provider and student will need to determine the number of learning objectives. 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.

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 WSL. Each learning objective involves new learning, expanded growth or improvement on the job, and benefits both the student and the workplace. 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
- Submit a finalized Plan with the worksite supervisor and HSED Provider within the first few weeks of the experience.

Each learning objective 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 by attainable. The performance should be observable and measurable.
- The means of evaluation should be indicated; and
- The deadline for accomplishing the objective should be stated.

Some examples of situations that can guide student learning objective development could include the following scenarios and resulting learning objective statements:

Scenario 1

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.

Learning Objective Statement 1

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.

Scenario 2

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.

Learning Objective Statement 2

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.

21st Century Skills

These skills are task- and skill-based and are designed to help students advance their employability skill development. The skills are customizable and are based upon individual student needs and relativity to their work-site learning interests.

For each of the skills, the student will be evaluated on a three-point scale. Students should talk to the work-site supervisor about these skills. They should find out what "meets work-site standards" means to their supervisor in each skill area so that they can plan how to improve their own performance.

Summary

Because students will bring their draft WSL Plan and Evaluation Tool to their work-site supervisor to finalize, the support the HSED Provider can offer the student in the classroom is important preparation. The more support students receive in the classroom, the more effectively they will communicate when they get to the work-site. Student learning at the work-site ideally supports academic goals and employability skill development. Learning objectives help students stay focused and remember the connection between their WSL and academic experience.

Appendix 7

Current Work-Site Learning (WSL) Plan and Evaluation Tool

Student Name: _____

HSED Provider: _____ WSL Supervisor: _____

WSL Site: _____ WSL Phone#: _____

WSL /Occupation Title: _____ Career Cluster: _____

WSL Description: _____

WSL Activity (Check all that apply): _____ Structured (paid/unpaid) work experience

_____ Service Learning _____ Other (Please Specify) _____

Learning Objectives: The following describe specific skills the student is to learn and/or tasks to perform as part of this workplace experience.

Learning period: from: _____ to: _____
 mm/dd/yy mm/dd/yy

Rating Scale: 3=Exceeds work-site standards, 2=Meets work-site standards, 1=below work-site standards, NA=Not Applicable

	Learning Objectives	3	2	1	NA
1					
2					
3					
4					
5					

21st Century Skills

	Basic Skills	Comments	3	2	1	NA
1	Reading skills for job					
2	Writing skills for job					
3	Math skills for job					
4	Speaking skills for job					
5	Listening skills for job					
6	Technology skills for job					

	Applied Knowledge	Comments	3	2	1	NA
7	Follows job safety and health rules					
8	Follows directions and ask for					
9	Shows good judgment (plans tasks)					
10	Problem solving					
11	Decision making					

	Effective Relationships	Comments	3	2	1	NA
12	Demonstrates punctuality					
13	Meets attendance standards					
14	Gives timely notice of absences					
15	Maintains appropriate personal hygiene					
16	Cooperates with co-workers					
17	Responds appropriately to supervisors					
18	Demonstrates appropriate work-based					
19	Reacts appropriately to constructive					
20	Completes tasks/assignments on time					
21	Shows initiative (self-starter)					
22	Is responsible (business-like attitude)					

Evaluations for current work-site learning will be conducted two times during each 1,000 hours of documented work-based experience period. **The HSED Provider does not discriminate on the basis of race, religion, ethnicity, age, disability, sex, marital, or veteran status. This is a commitment made by the Provider in accordance with federal, state, and local laws and regulations.**

WSL Supervisor Signature/Date _____

HSED Provider Signature/Date _____

Student Signature/Date (Denotes Review of Evaluation) _____