

Work-Based Learning Plan and Evaluation

Overview

The Los Angeles/Orange County Regional Consortium Work-Based Learning Resource Center developed a work-based learning planning and assessment tool for use in LAOCRC Work Experiences, Internships and other appropriate work-based learning experiences.

The tool has four components:

1. Data Sheet

The who, what, where and when of the experience—student information, employer sponsor information, experience description and details, college information, intermediary coordinator contact information, and other details.

2. Academic Enrichment and Career Development Learning Objectives

A set of key learning objectives centered on academics and personal growth and development. Developed with the coordinator and faculty member and shared with the worksite supervisor. Assessed by the coordinator with the student.

3. Assessment of the Work-Readiness Competencies

An assessment of the work-readiness and job-specific skills demonstrated through the experience. Assessed by the supervisor at the midpoint and at completion of the experience.

- ✓ Attendance
- ✓ Timeliness
- ✓ Workplace Appearance
- ✓ Initiative and Self-Management
- ✓ Quality of Work
- ✓ Communication Skills
- ✓ Response to Supervision
- ✓ Collaboration and Teamwork
- ✓ Comfort with Diversity
- ✓ Critical Thinking and Problem Solving
- ✓ Workplace Culture, Policy and Safety

4. Career and Occupational Learning Objectives

A set of key additional skill-development learning objectives centered on expanding career knowledge and occupational skills development specific to the experience. Developed with the student, supervisor and coordinator. Assessed by the supervisor.

Data Sheet

This Work-Based Learning Plan and Evaluation combines skill development learning objectives, academic enhancements and personal development goals with an assessment of the student/young adult's work-readiness skills demonstrated through the experience. The assessment gauges a youth's progress towards readiness for a successful transition into the world of work. It reflects important skills, attitudes, and values that are essential for success in the workplace.

Enter information about the participating student, the referring coordinator, the worksite supervisor, and details about the work-based learning experience.

Student

Name _____ SID _____
 Phone _____ Email _____
 College _____ Grade Level _____ Pathway _____
 College Contact _____ Phone _____ Email _____

Coordinator

Name _____ Title _____
 Company _____
 Address _____ City, State ZIP _____
 Phone _____ Email _____

Worksite Supervisor

Name _____ Title _____
 Company _____ Industry Sector _____
 Address _____ City, State ZIP _____
 Phone _____ Email _____
 Preferred form of contact _____

Job/Internship

Title _____ Schedule _____
 Start Date _____ End Date _____ Compensation _____

Duties

Comments/Notes:



Learning Objectives

Name _____ ID _____

Develop learning objectives that are specific to the particular job or internship. Work together to identify reasonable and measurable learning objectives based on academic enrichment or career development potential through the job or Internship, as well as personal development objectives tied to youth development principles.

Academic Enrichment and Career Development Learning Objectives		
These objectives are related to workplace opportunities that enhance academic learning as well as the student's career interests. The student, worksite supervisor, and coordinator determine what learning opportunities are available and appropriate and set learning objectives together.		
Learning Objectives	Date Established	Date Met
Comments		

Personal/Youth Development Learning Objectives		
These objectives are related to workplace or program opportunities to address personal and youth development learning objectives. The student, worksite supervisor, and coordinator determine what learning opportunities are available and appropriate and set learning objectives together.		
Learning Objective	Date Established	Date Met
Comments		

Worksite Supervisor Evaluation Midpoint Final

Identify specific skills that may be developed and demonstrated during the experience and enter below. The worksite supervisor completes the evaluation at the midpoint and completion of the experience.

Student _____ Supervisor _____

WORK-READY SKILL	PERFORMANCE EXPECTATIONS	Not Exposed	Training Level	Improving Towards Entry Level	At Entry Level	Exceeds Entry Level
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies the supervisor in advance in case of absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TIMELINESS	Understands work expectations for punctuality. Arrives on time, takes and returns from breaks on time. Informs supervisor prior to being late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE APPEARANCE	Dresses appropriately for position and duties. Wears safety gear when necessary. Practices personal hygiene appropriate for position and duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INITIATIVE AND SELF-MANAGEMENT	Takes initiative and participates fully. Asks supervisor for next task upon completion of previous one. Identifies problems and proposes improvement strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUALITY OF WORK	Gives best effort, evaluates own work, and utilizes feedback to improve work performance. Pays attention to detail and meets accepted quality standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATION SKILLS	Communicates effectively, verbally and in writing. Listens attentively and responds appropriately. Uses language appropriate to the work environment. Asks questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONSE TO SUPERVISION	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Completes tasks as asked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COLLABORATION AND TEAMWORK	Relates positively with co-workers. Works productively with individuals and with teams. Asks for and offers assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMFORT WITH DIVERSITY	Is comfortable with different types of people. Respects diversity in race, gender and culture. Avoids the use of language that stereotypes or demeans others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRITICAL THINKING AND PROBLEM-SOLVING	Exercises sound reasoning and analytical thinking. Uses knowledge and information from job to solve workplace problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE CULTURE, POLICY AND SAFETY	Demonstrates understanding of workplace culture and policy. Complies with health and safety rules and reports emergencies. Shows integrity, honesty, dedication to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPECIFIC SKILLS	PERFORMANCE EXPECTATIONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number of Work-Ready Skills Assessed at or Above Entry Level _____

Comments on Student's Talents and Abilities

Time Frame: From _____ To _____ Total Hours _____

Supervisor Signature _____ Date _____

Student Signature _____ Date _____

Next Step Recommendations:

Evaluation Legend

Not Exposed: Intern 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. Needs repeated help but does not readily request it. Does not attempt task before asking for or receiving assistance.

Improving Towards 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 Level: 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.

Sample Learning Objective Topics

Academic, Career and Personal Development
 Learning objectives can be developed around the following (or other) topics:

Academic Enrichment Topics

- ✓ Written communications
- ✓ Reading for knowledge
- ✓ Applying mathematics and analyzing data
- ✓ Applying/using STEM concepts: science, technology, engineering and mathematics
- ✓ Basic computer skills

Career Development Topics

- ✓ Knowledge and awareness of potential careers
- ✓ Industry sector history and projections
- ✓ Education requirements

Personal Development Learning Objective Topics

- ✓ Leadership
- ✓ Creative thinking/innovation
- ✓ Project management
- ✓ Self-management

Sample-Specific Skills

Specific skills that may be learned and demonstrated through the experience can be included in the evaluation. These may include some of the following skills:

Occupational/Technical Skills

- ✓ Occupational-specific skills
- ✓ Industry-sector skills
- ✓ Industry-wide skills
- ✓ Tools and systems operation
- ✓ Technology operations

General Business Skills

- ✓ Customer service skills
- ✓ Telephone skills
- ✓ Planning and organizing
- ✓ Scheduling and coordinating
- ✓ Selecting and using computer applications