

## Work-Based Learning Training Plan and Evaluation Guide

The NYC Department of Education has developed a Work-Based Learning planning and assessment tool to support Work Experience, Internships and other appropriate Work-Based Learning activities.

The Work-Based Learning Training Plan and Evaluation combines skill development learning objectives, academic enhancements and personal development goals with an assessment of the student's employability skills demonstrated through the experience. The evaluation gauges a student'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.

The tool has five components:

### Data Sheet

The who, what, where and when of the experience—student information, employer information, experience description and details, school or organization information, work-based learning coordinator contact information, and other details. Enter the information and share with all parties.

### Academic Enrichment and Career Development Learning Objectives

A set of key learning objectives centered on academics and personal growth and development. Developed with the work-based learning coordinator and/or teacher and student. Shared with the worksite supervisor and assessed by the coordinator, teacher or supervisor and discussed with the student.

### Core Employability Skills Evaluation

An assessment of core employability and job-specific skills demonstrated through the experience. Assessed by the worksite supervisor at the midpoint and at completion of the Internship or work experience.

### Occupational Skills Assessment

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/young adult, worksite supervisor and coordinator and entered into the Worksite Supervisor Evaluation Sheet. Assessed by the worksite supervisor. Note: Sample Learning Objectives are provided in the implementation tools section of the Internship Guide in the NYC DOE WBL Toolkit.)

### Worksite Supervisor Agreement

A set activities and commitments for the worksite supervisor to sign and date.

WBL Coordinators, Teachers, Students and Worksite Supervisors develop the plan together prior to the internship or work experience, and use it to document student skill development and learning gains at the mid-point and end of the WBL experience.

## Worksite Supervisor Evaluation

Worksite Supervisors are asked to assess student performance at the mid-point and conclusion of the internship on the following skills. The evaluation legend is provided below.

### Top Ten Employability Skills<sup>1</sup>

#### Personal Mindset

1. Needs minimal supervision to complete tasks.
2. Maintains focus on tasks despite internal (e.g., emotional) and/or external distractions.
3. Adapts approach in response to new conditions or others' actions.

#### Planning for Success

4. Manages time to complete tasks on schedule.

#### Social Awareness

5. Recognizes the consequences of one's actions.
6. Balances own needs with the needs of others.

#### Collaboration

7. Helps team members complete tasks, as needed.

#### Problem Solving

8. Identifies alternative ideas/processes that are more effective than the ones previously used/suggested.

#### + Plus Professional Attitude

9. Brings energy and enthusiasm to the work.
10. Takes responsibility for his or her actions and does not blame others.

<sup>1</sup> MHA Labs Skill Building Blocks, <http://mhalabs.org/skill-building-blocks/>, used with permission.

### 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 and repeated help. Does not readily request help. 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 Objectives and Occupationally Specific Skills

Academic, Career and Personal Development Learning objectives can be developed around the following topics and skill areas. Also see the sample learning objectives for the student’s career pathway in the implementation tools section of the Internship Guide in this toolkit.

### 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
- ✓ Educational requirements of specific jobs

### Personal Development Learning Objective Topics

- ✓ Leadership
- ✓ Creative thinking/innovation
- ✓ Project management
- ✓ Self-management
- ✓ Comfort with diversity

### Internship Specific Skills

Specific occupational skills that may be learned and demonstrated through the experience to be included in the evaluation. See Sample Learning Objectives in the Internship Guide and consider including some of the following skills:

### Occupational/Technical Skills

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

### General Business Skills

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

### Sample Occupational Skills Learning Objectives

| Technical / Academic Skills & Content | Related Job Tasks   | Evidence or Outcomes   |
|---------------------------------------|---|--|
| Knife Skills                          | Food Preparation  | Knife skills such as small dice and julienne<br>Proper use and storage of a knife<br>Scaling of pastry ingredients |
| Safety and Sanitation                 | Hand Washing,<br>Cleaning Equipment,<br>Sanitizing and Temperature Points | Proper food handling techniques<br>Keeping self and customers safe   |
| Basic Pastry Techniques               | Cakes, Pies, Cookies, Breads, Pastries                                    | Properly prepared foods and baked goods  |
| Employability / Interpersonal Skills  | Related Job Tasks   | Evidence or Outcomes   |
| Responsibility and Self-Management    | Managing schedules for work and personal life.<br>Managing Money          | Timeliness, punctuality and attendance   |
| Creative Thinking                     | Multi-taking a job task list  | Able to manage multiple tasks over a period of time  |
| Participates as a Member of a Team    | Working well with fellow employees  | Successfully Completing of jobs on time according to chef's expectations.  |