

WORK BASED LEARNING

Community
Business
Staff
Family

Colonial
SCHOOL DISTRICT



Work Based Learning Curriculum Domains

Colonial School District

Strand A: Professionalism & Performance

Prior Learning Skills Standard #2 - Demonstrate professional behavior and proper etiquette in accordance with norms of the industry and workplace including: personal hygiene; dress; positive attitude; professional performance; and work attendance.

Prior Learning Skills Standard #3 - Exhibit appropriate workplace behavior through interpersonal interactions; ethical workplace behavior (e.g., moral principles, honesty, integrity); and sound decision-making (e.g., task prioritization, team member collaboration, conflict resolution).

Prior Learning Skills Standard #10 - Evaluate professional workplace exit strategies including: appropriate advance written notice; return of worksite equipment; exit interview with supervisor; and follow-up correspondence.

Career Readiness Skill Standard #12 - Demonstrate proficiency in task management and career specific applications, resources, technology, and equipment as exhibited through assignments and work deliverables.

Career Readiness Skill Standard #21 - Evaluate the management style of a supervisor in a decision-making situation to consider how he or she communicates and engages colleagues in a professional setting. Recognize how the management style effects employee productivity, morale, motivation, and job satisfaction.

Key Learning Student Targets:

I am learning how to present and conduct myself as a professional in the workplace.

I understand essential workplace expectations and the role of evaluation in my professional growth.

I can explain and discuss the balance among self-advocacy, workplace challenges and accountability.

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Strand B: Effective Workplace Communication

Prior Learning Skills Standard #3 - Exhibit appropriate workplace behavior through interpersonal interactions; ethical workplace behavior (e.g., moral principles, honesty, integrity); and sound decision-making (e.g., task prioritization, team member collaboration, conflict resolution).

Prior Learning Skills Standard #4 - Present professional written and oral communication through: electronic communication (e.g., email, text, allowable social media); telephone etiquette; and other professional written communication (e.g., cover letter, resume, application, follow-up correspondence).

Career Readiness Skill Standard #19 - Communicate with coworkers, supervisors and individuals of diverse backgrounds, perspectives, and cultures by demonstrating effective listening, written, and verbal communication skills

Career Readiness Skill Standard #22 - Exhibit professional skills appropriate to the workplace setting including: problem-solving; conflict resolution; persistence and grit; and positive response to praise, setbacks, and constructive criticism.

Key Learning Student Targets:

I am learning how to communicate effectively with peers, supervisors and customers/clients.

I understand the importance of meeting workplace expectations and am developing the skills to excel.

I can overcome challenges by advocating effectively for myself, setting boundaries, resolving conflicts, and accessing support networks and coping skills.

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Strand C: Collaborating and Growing

Prior Learning Skills Standard #3 - Exhibit appropriate workplace behavior through interpersonal interactions (e.g., peer-to-peer, employee-to-supervisor, employee-to-customer); ethical workplace behavior (e.g., moral principles, honesty, integrity); and sound decision-making (e.g., task prioritization, team member collaboration, conflict resolution).

Prior Learning Skills Standard #5 - Interact with mentors and conduct informational interviews with employers to inform, change, or reinforce short- and long-term career goals and action steps.

Career Readiness Skill Standard #22 - Exhibit professional skills appropriate to the workplace setting including: problem-solving; conflict resolution; persistence and grit; and positive response to praise, setbacks, and constructive criticism.

Key Learning Student Targets:

I am learning how to work more effectively with my peers, supervisors and customers.

I understand what I can contribute and what I can learn when collaborating on a team.

I can identify areas for personal and professional growth and understand need for initiative and leadership in pursuing change.

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Strand D: Career Exploration and Goal Setting

Prior Learning Skills Standard #1 - Document through the Student Success Plan and other transition services: short- and long-term personal and career goals; action steps to attain goals; and the impact that postsecondary education and industry credentials have on career choice and advancement.

Prior Learning Skills Standard #5 - Interact with mentors and conduct informational interviews with employers to inform, change, or reinforce short- and long-term career goals and action steps.

Prior Learning Skills Standard #7 - Identify how math is applied in a business setting (e.g., financial calculations, physical forms of measurement, statistical analysis) and how economic principles impact global and local business operations.

Career Readiness Skill Standard #14 - Conduct research to understand the values, history, and organizational structure of prospective employers.

Career Readiness Skill Standard #18 - Develop a work-learning plan in partnership with employer, student, and school staff to address short-term career goals. The plan should allow for flexibility based upon changing circumstances, employer feedback, and unplanned assignments.

Key Learning Student Targets:

I understand how to research, assess and pursue a career path that is a strong fit for my skills and interests.

I continue to develop strategies and supports that help me set, adjust and achieve my career goals.

I can demonstrate the professional behavior needed to advance and grow within a career field or industry.

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Strand E: Work Based Learning and My Career Path

Prior Learning Skills Standard #5 - Interact with mentors and conduct informational interviews with employers to inform, change, or reinforce short- and long-term career goals and action steps.

Career Readiness Skill Standard #11 - Provide evidence of WBL readiness including: CTE pathway curriculum; CTE pathway technical skills; employability skills; and a schedule of all personal and professional activities.

Career Readiness Skill Standard #17 - Document immersive experience expectations with an employer including: work hours; start and end dates; preferred communication channels for contacting supervisor; worksite and in-class work requirements; and required portfolio artifacts.

Career Readiness Skill Standard #18 - Develop a work-learning plan in partnership with employer, student, and school staff to address short-term career goals. The plan should allow for flexibility based upon changing circumstances, employer feedback, and unplanned assignments.

Career Readiness Skill Standard #20 - Complete a complex project related to the immersive experience requiring: incorporation of deadlines to allow for draft submissions and feedback prior to final product submission; demonstration of attention to detail, precision, and accuracy; and submission of finalized product.

Key Learning Student Targets:

I understand how a Work-based Learning practicum better prepares me for entering the workforce.

I understand how documenting my work experience and creating a clear career plan provides the foundation for achieving my career goals.

I know how to interact with professionals in the field to learn about specific jobs and pathways.

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Strand F: Showcasing Employment Strengths

Prior Learning Skills Standard #6 - Complete a mock job interview prior to a formal interview with a prospective employer.

Prior Learning Skills Standard #11 - Provide evidence of WBL readiness including: CTE pathway curriculum; CTE pathway technical skills; employability skills; and a schedule of all personal and professional activities.

Career Readiness Skill Standard #14 - Conduct research to understand the values, history, and organizational structure of prospective employers.

Career Readiness Skill Standard #15 - Submit targeted: cover letter, resume, application, and references to prospective employers.

Career Readiness Skill Standard #16 - Prepare for and participate in a formal interview; ask questions that demonstrate an understanding of the employer's mission, products, and priorities; and send appropriate post-interview communication.

Key Learning Student Targets:

I know how to present my strengths and skills in an engaging and informative way.

I understand the components of a strong resume as an introductory tool for the interview.

I understand how different online resources can be used for research, professional contacts and as a platform for my professional presentation.

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Strand G: Thriving as an Employee

Prior Learning Skills Standard #3- Exhibit appropriate workplace behavior through: interpersonal interactions (e.g., peer-to-peer, employee-to-supervisor, employee-to-customer); ethical workplace behavior (e.g., moral principles, honesty, integrity); and sound decision-making (e.g., task prioritization, team member collaboration, conflict resolution).

Prior Learning Skills Standard #8 - Demonstrate financial literacy proficiency by: opening and managing a bank account; assessing personal expenses; creating a monthly budget; understanding compounded returns; understanding the primary sources of expenses and revenue; and accurately interpreting financial documents (e.g., balance sheet, income statement, cash flow statement).

Prior Learning Skills Standard #9 - Understand payroll policy and procedures including: onboarding documentation (e.g., W-4); direct deposit options; withholdings and deductions; hours worked and wages earned; retirement investment options (employer-based and individual) including: 401k, 403b, Roth IRA, pension, and social security; and gross and net earnings calculations.

Career Readiness Skill Standard #13 - Compile a log of policies and trainings relevant to the immersion experience which includes: workplace regulations; appropriate workplace non-discrimination laws and standards; health and safety policies (e.g., Occupational Safety and Health Administration); health training and certifications; relevant federal and state labor laws; and workplace and federal drug and alcohol policies during and beyond work hours. Conduct research to understand the values, history, and organizational structure of prospective employers.

Key Learning Student Targets:

I know to keep myself and others safe in the workplace.

I can read my paystub and based on my gross income set realistic financial goals.

I can demonstrate a consistent set of professional behaviors in my interpersonal interactions and with regard to workplace policies and procedures.