

# WBL Career Practicum

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| <b>Course Contact:</b>                           | <a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>  |
| <b>Course Code(s):</b>                           | C10H40 • C10H41 • C10H42 • C10H43 • C11H24 • C11H25 • C11H26 • C12H60 • C12H61 • C12H62 • C13H40 • C13H41 • C13H42 • C13H43 • C14H19 • C14H45 • C14H46 • C14H47 • C14H48 • C14H91 • C15H29 • C16H21 • C16H22 • C17H45 • C17H46 • C17H47 • C17H48 • C17H49 • C18H61 • C18H62 • C18H63 • C18H64 • C18H65 • C18H66 • C18H86 • C19H35 • C19H36 • C19H37 • C19H38 • C20H34 • C20H35 • C20H36 • C21H45 • C21H46 • C21H47 • C21H48 • C29H16 • C29H17 • C30H26 • C30H27 • C30H28 • C31H28 • C31H29 • C31H30 • C32H34 • C32H35 • C32H36 • G25H29 |
| <b>Capstone:</b>                                 | This course is considered a work-based learning (WBL) capstone experience. As such, it must conform to Tennessee State Board of Education (SBE) requirements as outlined in the WBL Framework and the Tennessee Department of Education's WBL Policy Guide.   |
| <b>Prerequisite(s):</b>                          | Students should use their chosen elective focus and their high school plan of study as the basis for their Career Practicum experience. Students should be a concentrator in a CTE program of study and have completed related courses prior to enrolling in this course. WBL experiences must reflect the student's long-term goals and interests and foster postsecondary and career preparation.   |
| <b>Credit:</b>                                   | Up to 6 credits per year, including the summer term   |
| <b>Grade Level:</b>                              | 11 or 12  |
| <b>Elective Focus - Graduation Requirements:</b> | This course satisfies one of three credits required for an elective focus when taken in conjunction with other aligned CTE courses.   |
| <b>POS Concentrator:</b>                         | This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.   |
| <b>Programs of Study and Sequence:</b>           | This is the fourth course in the aligned CTE program of study.  |
| <b>Teacher Endorsement(s):</b>                   | Teachers must hold any secondary education teaching endorsement and maintain an active WBL certificate by completing WBL Coordinator Training every two years to oversee this course for credit.  |
| <b>Industry Engagement Requirements:</b>         | Significant industry engagement is required for this course, which includes, but is not limited to: setting professional expectations for quality of work, mentoring students through a project and providing feedback, and evaluating employability skills development. A dedicated workplace mentor will supervise each student in workplace-based experiences.   |
| <b>Teacher Resources:</b>                        | <a href="https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html</a>   |

## Course Description

*Work-Based Learning: Career Practicum* is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

Career Practicum activities may take one of two forms:

- 1) **Workplace-Based:** Students participate in individual work-based learning experiences in professional settings when they meet the hours required for full time course equivalent. These experiences include registered apprenticeships, cooperative education (co-op), and internships.
- 2) **Classroom-Based:** Students are immersed in a classroom-based experience where they learn through targeted industry involvement that may take the form of industry-driven project-based learning, school-based enterprise, and virtual enterprise. This model should incorporate industry engagement through activities like tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations.

Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths.

## Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
  - a. application of academic and technical knowledge and skills (embedded in course standards);
  - b. career knowledge and navigation skills;
  - c. 21st Century learning and innovation skills; and
  - d. personal and social skills.
- 2) A student will develop portfolios, or a similar compilation of work and evaluation samples, that demonstrate employability skill development in the categories above.
- 3) A student will exhibit work readiness attitudes and skills prior to beginning a WBL experience.
- 4) A student will have an up-to-date Training Agreement and Safety Training Log on site at the company and at the school as appropriate for workplace-based experiences. A copy of this required paperwork must be kept in school records for five years after placement.

- 5) An evaluation process must be used to ensure that experiences are high-quality for the student.

## Work-Based Learning Framework

The Work-Based Learning Framework is established in SBE High School Policy 2.103 and governs all WBL experiences, both for-credit and not-for-credit. The Tennessee Department of Education's Work-Based Learning Policy Guide, Personalized Learning Plan template, and the Work-Based Learning Implementation Guide address training requirements, program expectations, and legal requirements. All documents are available online at: <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>. The standards for this course are written to conform with the SBE Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies.

## Course Standards

These course standards are designed to cover the employability skills required by the Work-Based Learning Framework. As such, they are divided into three sections:

- career knowledge and navigation skills,
- 21<sup>st</sup> Century learning and innovation skills, and
- personal and social skills.

The application of academic and technical knowledge and skills are embedded throughout these standards to ensure compliance with SBE High School Policy 2.103.

## Career Knowledge and Navigation Skills

### 1. Understand and Demonstrate Appropriate Professional Safety Standards

- 1.1 Safety Guidelines: Accurately read and interpret **safety guidelines** appropriate for the roles and responsibilities of the related placement or project.
- 1.2 Safety Instructions: Listen to **safety instructions** and be able to explain why certain rules apply.
- 1.3 Safety Techniques: Demonstrate good **safety techniques** and **follow all applicable laws related to the project or placement.**
- 1.4 Updated Safety Training Log: Keep **updated records** of training topics in the Safety Training Log.

*Work-Place Example: Prior to an internship with a local manufacturer, a student receives training in the classroom related to electrical safety, Occupational Safety and Health Administration (OSHA), state and national code requirements, and the rules of handling high-pressure pneumatics and hydraulics. These trainings are documented in the student's Safety Training Log. Once on site, the student's workplace mentor provides additional training on the safety culture of the company and the specific equipment that the student will use, which has been pre-approved by the Department of Labor and Workforce Development. The student and employer update the student's Safety Training Log and an updated copy is placed in the*

*student's personnel file at work and at the school.*

## 2. Plan and Navigate Education and Career Paths Aligned with Personal Goals

- 2.1 Organizational Culture and Practices: Observe and analyze **organizational culture and practices**, e.g., how to interact with supervisors, clients, and co-workers, and how to recognize and address health, safety, and sustainability issues.
- 2.2 Employment Information: Seek **information from supervisors and other employees** about appropriate methods of finding and securing employment in the industry and what knowledge, skills, and educational credentials are required.
- 2.3 Education and Career Goals: Use the learning experience to review and update the student's **long-term education and career goals** based on the knowledge and feedback acquired.
- 2.4 Professional Growth: Proactively identify **areas of strength and opportunities for professional growth**, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources and support to improve skills.

*Work-Place Example: During an experience at a local government agency, a student observes the roles of different professionals and asks supervisors and others about the educational credentials required for entry level positions in the fields the student found most interesting. The student follows up by talking with a school counselor about colleges and universities where those credentials could be earned, and what courses should be taken in high school to qualify for those credential programs. The student creates a resume and adds it to her portfolio to begin the application process for her selected postsecondary institution.*

## 3. Develop and Implement a Personalized Learning Plan

- 3.1 Personalized Learning Plan: Develop a **Personalized Learning Plan** specific to the student's placement or project, in accordance with approved policies.
- 3.2 Stakeholder Communications: Participate in ongoing **review and communications** to determine progress against the plan with relevant stakeholders where necessary.
- 3.3 Technical Skills Application: Select and apply appropriate **technical skills** to accurately solve problems and perform expected tasks related to the work-based learning experience as outlined by the student's elective focus.
- 3.4 Communication Formatting: Select and demonstrate appropriate **format and style of communications** in the work setting.
- 3.5 Academic Research: Independently and proficiently read and comprehend **academic and technical texts** relevant to the work-based learning experience.
- 3.6 Mathematical Concepts: Select and apply appropriate **mathematical concepts** to accurately solve problems and perform expected tasks related to work-based learning

experiences.

#### 4. Reflect on Experiences Through Creation of a Personal Portfolio

- 4.1 Portfolio Development: Create a **personal portfolio**, or similar **collection of work**, that illustrates mastery of skills and knowledge outlined in the Career Practicum course standards and the personalized learning plan.
- 4.2 Artifact Creation: Identify and collect **artifacts and/or work products** that reflect the skills developed and knowledge gained through the WBL experience.
- 4.3 Self-Assessment: Assess **personal growth** through thoughtful reflection and accurately self-assess to identify opportunities for further growth and development in the future. Products may include but are not limited to:
  - career and professional development plan;
  - resume and/or references;
  - pictures, videos, or other media samples from the placement;
  - examples of materials developed and used throughout the placement;
  - journal entries reflective of tasks and activities;
  - supervisor evaluations and observations;
  - WBL coordinator evaluations and observations; and
  - exit evaluations that include lessons learned and self-analysis of skill development.

### 21st Century Learning and Innovation Skills

#### 5. Demonstrate Creativity and Innovation

- 5.1 Concept Exploration: Use **idea-generating techniques** to explore divergent and atypical questions and perspectives to develop original ideas for products or solve problems – such as a constructed object, proposal, presentation, solution to a problem, service, system, work of art, writing sample, invention, event, or an improvement to an existing product.
- 5.2 Insight: Exhibit **insight** into the particular needs and interests of the target audience that are driving the process of innovation.

*Work-Place Example: A student brainstorms with co-workers to create game features for a new app and tests out the ideas on friends who fit the target audience profile. Using their feedback and open source repositories, the student learns how to make adjustments that differentiate the app and make it appealing to the target demographic.*

#### 6. Demonstrate Critical Thinking & Problem Solving

- 6.1 Effective Questioning: Identify and ask significant **questions** to solve problems in the workplace.
- 6.2 Inductive and Deductive Reasoning: Use **inductive and deductive reasoning methods** to recognize faulty reasoning and to understand problems and alternative solutions.

- 6.3 Systems Thinking: Solve problems using **systems thinking** (e.g., by understanding problems in terms of complex processes and environments).
- 6.4 Logic Mapping: Identify key **information, components and relationships** that enable, influence, and produce outcomes.

*Work-Place Example: A student reads a blueprint and helps prepare a project layout. By extracting information from the drawing, the student determines dimensions and calculates the quantity and cost of materials required. Using this information, the student drafts a project timeline to schedule orders and labor to ensure parts are delivered as needed during construction.*

## 7. Communicate Clearly and Effectively, Verbally and in Writing

- 7.1 Outlining/Planning: Articulate **ideas** effectively in written communications with supervisors, coworkers, and customers by developing and delivering messages in written deliverables.
- 7.2 Verbal Communication: Verbally articulate **ideas** effectively in interpersonal communications with supervisors, coworkers, and customers by developing and delivering messages in oral presentations.
- 7.3 Active Listening: Demonstrate effective **listening skills**, attending to the meaning and intention of communications, by accurately paraphrasing what has been heard and by communicating with individuals of diverse backgrounds, perspectives, and cultures.

*Work-Place Example: A student makes internal and external presentations on company products and services, confers with customers by telephone and in person, and accurately records details of inquiries, as well as actions taken.*

## 8. Collaborate and Work Productively as a Team Member

- 8.1 Conflict Resolution: Work effectively as a member of a team and address **conflict** with sensitivity and respect for diverse points of view.
- 8.2 Personal Impact: Demonstrate understanding of **one's own impact** and build on different perspectives to strengthen joint efforts.
- 8.3 Leadership: Demonstrate **leadership** where appropriate on collaborative workplace tasks.
- 8.4 Meeting Management: Effectively employ **meeting management strategies**, such as use of an agenda, time keeping and meeting facilitation strategies, identifying action items, and scheduling next steps.

*Work-Place Example: A student works with a diverse team in a warehouse to pull ordered items, package, and ship the items on time. The student alternates between taking the lead and assisting others as the situation demands.*

## 9. Demonstrate Information Literacy

- 9.1 Information Gathering: Access **information** efficiently using appropriate sources.
- 9.2 Source Validation: Demonstrate **understanding of the difference between credible and non-credible sources**, including the difference between advertising and legitimate research.
- 9.3 Information Evaluation: Evaluate **information** for usefulness, bias, and accuracy, and question information that may not be from credible sources.
- 9.4 Organization of Information: Demonstrate the **ability to organize and manage information** effectively and efficiently.
- 9.5 Appropriate Use of Information: Demonstrate **ethical and legal uses of information**, including adherence to all rules and regulations related to the sharing of protected information.

*Work-Place Example: A student follows written procedures for evaluating project proposals and applies provided criteria to determine eligibility.*

## 10. Use Technology Effectively and Appropriately

- 10.1 Use of Technology: Use appropriate **technology** for information search and retrieval, synchronous and asynchronous communications, multimedia presentations, document production, quantitative and qualitative analysis, and information management.
- 10.2 Social Media: Use **social networking and online collaboration tools** such as shared documents and web conferencing to create, integrate, and manage information in group projects.
- 10.3 Online Communication: Access and manage **online communication and information** using multiple digital devices such as laptop computers, tablets, smart phones, etc.
- 10.4 Online Safety: Demonstrate **adherence to all rules and regulations related to the use of electronic tools and the internet**, including appropriate protection of passcodes and adherence to all security protocols.

*Work-Place Example: A student participates in project or staff meetings remotely using a web-based conferencing system, contributes to presentations using various applications, or enters data accurately into a database.*

## Personal and Social Skills

### 11. Demonstrate Initiative and Self-Direction

- 11.1 Protocol Adherence: Complete **tasks** as directed without direct supervision, knowing when

questions or guidance should be requested.

11.2 Resourcefulness: Exhibit **resourcefulness and initiative** in taking on new tasks and solving problems as appropriate to the workplace setting.

11.3 Personal Agency: Demonstrate **interest in learning** and exhibit **personal agency** in identifying and achieving instrumental and ultimate learning objectives.

11.4 Curiosity: Demonstrate **curiosity** to learn more about the tasks, as exhibited in the workplace or industry.

11.5 Personal Growth: Explore deeper **content** on one's own and request **opportunities for professional development**.

11.6 Self-Efficacy: Demonstrate **self-efficacy and confidence** in one's ability to succeed in specific situations.

*Work-Place Example: A student identifies an opportunity to improve an existing marketing process using an online tool that automates and customizes messaging for its audience. Without being asked, the student researches the cost, use, and effectiveness of the tool, as well as potential drawbacks. The student then develops written documentation and presents the proposal to a supervisor for consideration and possible implementation.*

## 12. Demonstrate Professionalism and Ethical Behavior

12.1 Professional Presentation: Present oneself professionally and with proper etiquette, in accordance with **norms of the industry and workplace**.

12.2 Reliability: Demonstrate **reliability and responsibility** in attendance and in following through on agreed-upon tasks; communicate with supervisor when circumstances change.

12.3 Integrity: Demonstrate **integrity and ethical behavior** in all worksite activities including the use of tools and materials, handling of money, logging of hours, billing of clients, sharing of information, and completion of all personnel-related forms.

12.4 Workplace Non-Discrimination: Understand and adhere to appropriate **workplace non-discrimination standards** on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity, pregnancy, veteran status, or any characteristic of a person or group unrelated to the workplace.

*Work-Place Example: A student assists in preparing client files, and performs other delegated tasks under close supervision of an office employee, always maintaining a professional attitude and respecting client privacy and confidentiality.*

## 13. Demonstrate Interpersonal and Social Skills Using Cultural/Global Competence

13.1 Professional Interactions: Demonstrate effective and respectful **interactions** with



coworkers, supervisors, and customers.

13.2 Cultural Recognition: Respect cultural **differences** at a worksite or project, and work effectively with people from diverse social and cultural backgrounds.

13.3 Respectful Interactions: Exhibit appropriate interpersonal **behaviors** regarding workplace hierarchy, use of time/punctuality, dress, food, holidays, and etiquette.

*Work-Place Example: A student interacts effectively with a very diverse group of customers, supervisors, and other personnel, using learned customer service skills and a calm demeanor to exchange information and resolve problems.*

## 14. Demonstrate Adaptability and Flexibility

14.1 Adaptability and Flexibility: Exhibit **adaptability and flexibility** in a variety of roles, jobs responsibilities, schedules and contexts. Work effectively when projects and tasks change or the priorities seem ambiguous.

14.2 Flexibility: Demonstrate a **willingness to alter behaviors or tasks** as circumstances change. Respond positively to praise, setbacks, and constructive criticism.

*Work-Place Example: A student follows instructions and responds well to constructive criticism and frequent changes in assignments while testing, repairing, and reassembling a wide array of mechanical parts for machinery and systems.*

## 15. Demonstrate Productivity and Accountability

15.1 Time Management: Manage **time and projects** effectively by setting goals; developing and using a system for prioritizing, planning and managing daily work; and seeking assistance and adjusting plans to adapt to changing circumstances.

15.2 Attention to Detail: Demonstrate **attention to detail**, and **degree of precision and accuracy** appropriate to the task.

15.3 Personal Accountability: Demonstrate **accountability** to coworkers and supervisors and customers by delivering work to agreed-upon standards and completing agreed-upon projects on time, and exhibiting pride in workmanship.

*Work-Place Example: A student works independently, and as part of a team, to coordinate events and meetings. The student demonstrates the necessary punctuality, attention to detail, and accountability to other team members in completing assigned tasks and taking initiative to pitch in as required for scheduling, facilitating, and assisting all events and activities.*

## Standards Alignment Notes

\*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework

helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

- Employability Skills Framework, United States Department of Education. (2014). <http://cte.ed.gov/employabilityskills>