Work-Based Learning (WBL) Framework

Adoption: On October 31, 2014, the State Board of Education (SBE) adopted the WBL Framework as a clear set of guidelines that pertain to all types of work-based learning (WBL) experiences. The WBL Framework is established in SBE Rule 0520-01-03-.06 and is outlined in High School Policy 2.103.

Overview: WBL experiences offer students the opportunity to explore career options and develop critical academic and technical skills in collaboration with community and/or industry involvement. As such, students should have access to a series of structured WBL experiences that deepen their knowledge and allow them to apply classroom theories into practice.

At an early level/grade, WBL experiences can help students develop a broad understanding and awareness of industries and possible careers that are available to them. Over time, these experiences narrow in focus as students find a good fit, learn what type of postsecondary education is necessary for success, and begin practicing the academic, technical and soft skills necessary to enter their identified careers.

Components: The WBL Framework outlines the following program expectations:
(a) Structure of the Program
(b) Coordination of the Program
(c) Supervision of Students
(d) Development of Personalized Learning Plans
(e) Student Assessment Using Multiple Measures
(f) Evaluation of Program Quality

Notable Expectations: The following expectations are outlined in the WBL framework. For official language, please visit the SBE website: http://www.tn.gov/sbe/

- WBL Coordinators will ensure that WBL experiences reinforce classroom instruction
- Participating students will have a Personalized Learning Plan to address learning objectives related to specific skills in the following areas:
  (a) the application of academic and technical knowledge and skills
  (b) career knowledge and navigation skills
  (c) 21st Century learning and innovation skills
  (d) personal and social skills
- Students will exhibit work readiness knowledge, attitudes, and skills before beginning WBL experiences
- Students will demonstrate their skill developments through portfolios, or similar compilations of artifacts
- WBL Coordinators will provide adequate monitoring and communications with the student workplace mentors
- Local boards of education will adopt processes for evaluation and assessment to ensure WBL experiences are of high quality for the student

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For more information about work-based learning: https://tn.gov/education/topic/work-based-learning