

WBL SAMPLE Program Evaluation Framework #2

Local boards of education will adopt a process for evaluation and assessment to ensure work-based learning experiences are of high quality for the student. (TSBE High School Policy 2.103) Using a tool similar to the one below will enable communities to integrate functions where they fit best into their unique structure and will be based on best practices from the Place-Based Education Evaluation Collaborative (PEEC).

	Depth	Sustainability	Spread	Shift	Evolution
Quality WBL Experiences: Learning and Assessment Purposeful Focus Sequenced Experiences Learning Outcomes Relevance Integration Variety Depth Interaction Supervision Alignment Documentation	<ul style="list-style-type: none"> • Display deep change in teacher practice, moving from surface focus on activities and procedures to deep focus on applied learning in preparation for postsecondary education and careers • Learning outcomes drive design of sequenced experiences and learning plans • Instructional principles and methods undergirding value of WBL enacted in classroom (e.g., teachers as facilitators of students, student voice and choice is clear, teachers and students treat each other as collaborators in learning) • Students set goals and reflect on learning thereby developing self-directed learning ability • Classroom instruction and WBL experiences explicitly target intended Standards-based learning outcomes • CTE classes, Common Core and General Education are integrated • Assessment of student learning is aligned with industry expectations and postsecondary requirements • Student learning is documented through development of artifacts and portfolios 	<ul style="list-style-type: none"> • Clear outcomes are mutually understood by all parties • Templates walk teachers/ districts through customization • Allow sufficient variety in learning experiences for exposure to multiple career options • Ensure sufficient depth in all learning experiences to allow for mastery of skills and engagement with a professional community 	<ul style="list-style-type: none"> • At the classroom level, teachers begin to draw on WBL norms and principles in aspects of their practice beyond specific WBL-related activities or subject matter • WBL Continuum of skills is relevant everywhere: urban and rural • Tools are developed to allow for adaptation to new locations • Provide examples to spark creativity • Provide increasingly flexible opportunities based on student interest 	<ul style="list-style-type: none"> • Provide teachers with help, but empower them to innovate • Give credit for excellence in innovation • Provide forum for sharing innovations • Provide mini-grants for innovation 	<ul style="list-style-type: none"> • Establish routine updating to ensure alignment with workforce needs with ongoing proactive input from industry • Provide ongoing support and adaptation to local workforce needs through mini-grants • Balance student voice and choice with workforce needs

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Quality WBL Programs: School Structures and Systems to Support WBL	Culture	<ul style="list-style-type: none"> District and school cultures value WBL, as evidenced by importance and visibility placed on WBL in the school; all students have access to WBL and are encouraged to participate 	<ul style="list-style-type: none"> Policies are established to facilitate student participation in WBL 	<ul style="list-style-type: none"> Diffusion of the structure to other locations is facilitated by defining a “lite” version of full implementation and encouraging “starting small” 	<ul style="list-style-type: none"> Ownership among implementers is fostered: ownership becomes an “internal” reform with authority for the reform held by districts, schools, and teachers who have the capacity to sustain, spread and deepen reform principles themselves 	<ul style="list-style-type: none"> Balance innovations with consistent commitment to the core of the program
	Funding	<ul style="list-style-type: none"> Districts allocate available funds to support WBL programs 	<ul style="list-style-type: none"> Districts reallocate existing funding and leverage resources to expand WBL offerings 	<ul style="list-style-type: none"> Districts share funding strategies and leverage resources from multiple sources 	<ul style="list-style-type: none"> Schools and districts develop the capacity to generate continued funding to support expanded WBL experiences, reallocating resources as necessary 	<ul style="list-style-type: none"> Funding flows and adjusts based on institutional needs in both education and industry
	Staffing and Professional Development	<ul style="list-style-type: none"> Roles clearly defined as functions, not jobs Work-based learning coordination function is adequately staffed 	<ul style="list-style-type: none"> Allow for variability in personnel fulfilling defined functions Supportive professional community of colleagues in and across schools that reinforces normative changes and provides continuing opportunities to learn 	<ul style="list-style-type: none"> Modifications are developed to retain effectiveness while reducing resource and expertise required for successful implementation (e.g., what roles are required and how can this be flexible based on different resources?) 	<ul style="list-style-type: none"> Capacity to provide WBL-related professional development or other structures for ongoing teacher and administrator learning is a central feature of shifting authority and ownership 	<ul style="list-style-type: none"> Succession planning (teachers and community collaborators) is evident in criteria used to recruit, hire, and train new leaders, teachers, and support personnel at all levels

	Policy, Coordination, and Scheduling	<ul style="list-style-type: none"> • Services are coordinated among supervising teachers, counselors, and WBL coordinators • School schedules enable quality work-based learning and supervision 	<ul style="list-style-type: none"> • Knowledgeable and supportive school, district, and state leadership • Coherence and alignment between state and district WBL policy context and expectations of teachers, students, and community partners 	<ul style="list-style-type: none"> • At the district level, the number of schools participating increases, and WBL norms and principles increasingly influence district policies, procedures, and professional development • At the school level, the number of classrooms participating increases, and WBL principles and norms of teacher-student-employer interaction become increasingly embedded in school policy and routines 	<ul style="list-style-type: none"> • Districts explore innovative scheduling structures to facilitate scaling of WBL 	<ul style="list-style-type: none"> • Districts and communities explore ways to leverage community resources to meet WBL needs through joint use agreements and other means to support the effective and flexible use of school and community/workplace resources
	Materials	<ul style="list-style-type: none"> • Communication materials are developed to inform employers, students, and parents of opportunities • Tools, processes and documentation developed for quality control and compliance with legal requirements 	<ul style="list-style-type: none"> • Must account for variability in users and provide adequate tools • Provide power tools to help teachers and administrators accomplish increasing administrative and assessment tasks 	<ul style="list-style-type: none"> • Practitioners actively share resources across districts 	<ul style="list-style-type: none"> • Practitioners take an active role in ongoing updating, creation, and improvement of materials 	<ul style="list-style-type: none"> • Lessons learned, and best practices developed by WBL program practitioners used to review, revise, and refine the WBL program model, policies, professional development, and implementation guidelines

	Technology	<ul style="list-style-type: none"> • Technology infrastructure is in place to support placements, orientations, and actual WBL experiences 	<ul style="list-style-type: none"> • Technology to support variety of experiences and special needs of students is in place 	<ul style="list-style-type: none"> • Technology to support capture of alterations and innovations in various regions program outcomes is in place 	<ul style="list-style-type: none"> • Technology to support sharing of experiences and insights with other practitioners is in place 	<ul style="list-style-type: none"> • Technology to support study of adaptations by practitioners and the results of these innovations on the WBL program outcomes is in place
	Planning and Evaluation	<ul style="list-style-type: none"> • Current human and material resources, funding needs, and culture/climate that values and supports WBL across the curriculum for all students, are assessed, and plans for ongoing monitoring and continuous improvement are in place • Research and evaluation show increased emphasis on measures of change, with focus on measures that capture teacher and student beliefs, norms of classroom interaction, and fidelity in application of pedagogical principles, as well as teacher and student learning 	<ul style="list-style-type: none"> • Planning takes into account awareness of potential barriers to success and their frequency in different environments • Robust design affords flexibility across different environments • Evaluate success over time, including how free are students to customize experiences 	<ul style="list-style-type: none"> • Roundtables provide feedback from across Tennessee • Determine usefulness of tools in various regions and in urban/rural communities 	<ul style="list-style-type: none"> • Routine surveys assess ownership over time among all stakeholders • All stakeholders take ownership for evaluative tasks, reflecting a sense of shared responsibility and mutual accountability for students success 	<ul style="list-style-type: none"> • Yearly evaluations are used to align with needs and reassess depth along all years • Employers and communities are actively engaged in evaluative activities; data is used to support continuous improvement

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<p>Quality WBL Programs: Community Integration</p> <p>Partnerships with Postsecondary Community-based advisors Regionally-aligned pathways</p>	<ul style="list-style-type: none"> • Focus groups with partners are conducted to do these steps well • External conditions needed for success are clearly defined • Program appeals to workforce needs • Community-based advisors are involved in program and experience planning and generating opportunities for students; share progress and accountability among all stakeholders • Partnerships with postsecondary institutions, apprenticeships, and job training programs are developed to facilitate successful transitions beyond high school • Opportunities in or out of school are aligned with postsecondary and career opportunities regionally 	<ul style="list-style-type: none"> • Communicate clear goals and invite voice of the community • Support mutual benefit with community • Seek constant feedback • Establish multiple points of contact 	<ul style="list-style-type: none"> • Evaluate new community needs and resources • Consistent language used to appeal to employers everywhere • Marketing tools employed 	<ul style="list-style-type: none"> • Community members feel a sense of ownership • Employers help seek out peers for participation • “Community of reflective redesign” is fostered • Districts and schools develop partnerships so that funding is built into institutional processes (for example, internships are built into company HR functions rather than philanthropic functions) 	<ul style="list-style-type: none"> • Succession planning supports multiple points of contact with employers • Employers and community members take the initiative to regularly engage with educators to support continuous improvement