

**Workplace Learning Audit<sup>1</sup> Form**

*Workplace Learning Audits are observations of the workplace prior to student placement. These audits enable teachers to have a full understanding of the learning potential in a given workplace, informed by first-hand experience and conversations with employers. The information gathered through this audit can be used to align the skills and knowledge of CTE and academic standards to the specific workplace. This tool can be utilized individually or with teams of teachers/WBL coordinators.*

**A. Skills and Knowledge at Work**

***Using a combination of observations and interviews, record at least one example for questions A1-3.***

1. What types of materials people read as part of their work:
2. How/where writing, presentation, and other communications skills are in use:
3. Applications of mathematical reasoning / approaches in this workplace:

***Using a combination of observations and interviews, record at least two examples for questions A4-A8.***

4. Applications of scientific concepts or methods:
5. Technical skills people are using:

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<sup>1</sup> Almeida, C. & Steinberg, A. (Eds.). (2001). *Connected Learning Communities: A Toolkit for Reinventing High School*. Boston, MA: Jobs for the Future, 81.

6. Opportunities for creativity, critical thinking, and collaboration (see also “Problems and Projects” below):
  
7. Use of research, information management, and information technology skills:
  
8. Interpersonal skills people are using and additional skills or personal qualities the job(s) seem to require:

#### **B. Problems and Projects at Work**

1. Through interviews, observations, and your imagination, come up with an example of a routine problem staff might deal with in this organization and, if time allows, a complex one:
  
2. A routine problem or issue people deal with in this organization:
  
3. A more complex challenge or problem that requires investigation and the contribution of several people, including opportunities for collaboration:

