Tennessee CTE

Work-Based Learning: Career Practicum

Career Knowledge and Navigation Skills WBL

1 **Understand and demonstrate appropriate professional safety standards: Accurately read and interpret safety guidelines appropriate for the roles and responsibilities of the related placement or project. Listen to safety instructions and be able to explain why certain rules apply. Demonstrate good safety techniques and follow all applicable laws related to the project or placement and 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: 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. 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. Use the learning experience to review and update the student's long-term education and career goals based on the knowledge and feedback acquired. 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.** WBL

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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: Develop a Personalized Learning Plan specific to the student's placement or project, in accordance with approved policies. Participate in ongoing review and communications to determine progress against the plan with relevant stakeholders where necessary.** WBL

- a 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. WBL
- b Select and demonstrate appropriate format and style of communications in the work setting. WBL
- c Independently and proficiently read and comprehend academic and technical texts relevant to the work-based learning experience. WBL
- d Select and apply appropriate mathematical concepts to accurately solve problems and perform expected tasks related to work-based learning experiences. WBL

4 **Reflect on experiences through creation of a personal portfolio: 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. Identify and collect artifacts and/or work products that reflect the skills developed and knowledge gained through the WBL experience. Assess personal growth through thoughtful reflection and accurately selfassess 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 ⊠ Exit evaluations that include lessons learned and self-analysis of skill development** WBL

21st Century Learning and Innovation Skills WBL

5 **Demonstrate creativity and innovation: 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. Exhibit insight into the**

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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: Identify and ask significant questions to solve problems in the workplace. Use inductive and deductive reasoning methods to recognize faulty reasoning and to understand problems and alternative solutions. Solve problems using systems thinking (e.g., by understanding problems in terms of complex processes and environments). Identify key information, components and relationships that enable, influence, and produce outcomes.** WBL

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: Articulate ideas effectively in written communications with supervisors, coworkers, and customers by developing and delivering messages in written deliverables. Verbally articulate ideas effectively in interpersonal communications with supervisors, coworkers, and customers by developing and delivering messages in oral presentations. 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.** WBL

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.

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8 **Collaborate and work productively as a team member: Work effectively as a member of a team and address conflict with sensitivity and respect for diverse points of view. Demonstrate understanding of one's own impact and build on different perspectives to strengthen joint efforts. Demonstrate leadership where appropriate on collaborative workplace tasks. Effectively employ meeting management strategies, such as use of an agenda, time keeping and meeting facilitation strategies, identifying action items, and scheduling next steps.** WBL

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: Access information efficiently using appropriate sources. Demonstrate understanding of the difference between credible and non-credible sources, including the difference between advertising and legitimate research. Evaluate information for usefulness, bias, and accuracy, and question information that may not be from credible sources. Demonstrate the ability to organize and manage information effectively and efficiently. Demonstrate ethical and legal uses of information, including adherence to all rules and regulations related to the sharing of protected information.** WBL

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: Use appropriate technology for information search and retrieval, synchronous and asynchronous communications, multimedia presentations, document production, quantitative and qualitative analysis, and information management. Use social networking and online collaboration tools such as shared documents and web conferencing to create, integrate, and manage information in group projects. Access and manage online communication and information using multiple digital devices such as laptop computers, tablets, smart phones, etc. 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.** WBL

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.

11 **Demonstrate initiative and self-direction: Complete tasks as directed without direct supervision, knowing when questions or guidance should be requested. Exhibit resourcefulness and initiative in taking on new tasks and solving problems as appropriate to the workplace setting. Demonstrate interest in learning and exhibit personal agency in identifying and achieving instrumental and ultimate learning objectives. Demonstrate curiosity to learn more about the tasks, as exhibited in the workplace or industry. Explore deeper content on one's own and request opportunities for professional development. Demonstrate self-efficacy and confidence in one's ability to succeed in specific situations.** WBL

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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.

Personal and Social Skills WBL

12 **Demonstrate professionalism and ethical behavior: Present oneself professionally and with proper etiquette, in accordance with norms of the industry and workplace. Demonstrate reliability and responsibility in attendance and in following through on agreed-upon tasks; communicate with supervisor when circumstances change. 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 personnelrelated forms. 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.** WBL

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: Demonstrate effective and respectful interactions with coworkers, supervisors, and customers. Respect cultural differences at a worksite or project, and work effectively with people from diverse social and cultural backgrounds. Exhibit appropriate interpersonal behaviors regarding workplace hierarchy, use of time/punctuality, dress, food, holidays, and etiquette.** WBL

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

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.

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15 **Demonstrate productivity and accountability: 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. Demonstrate attention to detail, and degree of precision and accuracy appropriate to the task. 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.** WBL

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.