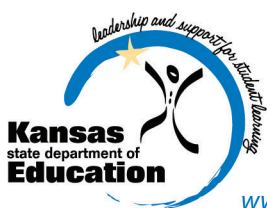




# Professional Learning Experience Toolkit

*"Creating quality and safe learning experiences for the 21st century student learner."*



Career, Standards and Assessment Services

[www.ksde.org](http://www.ksde.org)

Revised September 2017



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### Mission

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

### Vision

Kansas leads the world in the success of each student.

### Motto

Kansans CAN.

### Successful Kansas High School Graduate

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- **Employability** skills and
- **Civic** engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

### Outcomes for Measuring Progress

- Social-Emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance



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# Preface

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This handbook was based upon the Kansas State Department of Education (KSDE) Professional Experience Handbook and the Kansas City, Kansas Quality Work-Based Learning Toolkit project (*which was launched in the summer of 2002 by the New Century Connections partnership*). KSDE wishes to thank USD 500—Kansas City, Kansas for permitting the use of their document in the creation of this guidance document.

In addition, we thank the following individuals and groups who had a part in the development of this handbook:

Jim Means, CTE Coordinator, USD 259—Wichita

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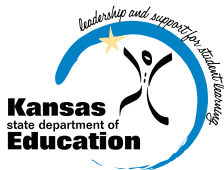
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An addition was made in October, 2014 which shares examples of Professional Learning Experiences found in USD#259. An additional thank you to Jim Means and Cathy Mong for sharing their information with us for inclusion in the toolkit.

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Updated: September 2017

Date of release: May 2011



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# Introduction: The Professional Learning Experience

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## Purpose:

**Professional learning experiences** connect technical skill development at the application level to authentic industry-related experiences for the individual student learner across all fields and pathways.

## Mission:

**The mission of the professional learning experience** is to enhance the opportunity for authentic skill development, attainment of a certificate, license or degree and student success in the 21<sup>st</sup> century workforce.

## Purpose of this Toolkit:

The publication you are holding can to be used to create quality and safe learning experiences for the 21st century student learner. It begins with general instruction and then becomes more detailed as it progresses. Use the table of contents for easy reference to specific information and the appendix for sample forms, documents and reference sheets.

The title “toolkit” reflects the design of this document to provide direction and guidance as well as provide tools that can be used in implementation. It is suggested the “Glossary of Terms” (*found at the very beginning of the appendix*) be reviewed to ensure terminology is understood.

This document can be found in electronic form at [www.ksde.org/Default.aspx?tabid=630](http://www.ksde.org/Default.aspx?tabid=630)







# Chapter 1: The Role of Professional Learning Experiences, CTE and CTSO's



## Benefit to Students

Individualized career goals are used to build specific interactions with people, processes, equipment and materials to assist student learners in determining career aspirations. Educators become coordinators of these experiences to enhance skill development and establish seamless transitions from high school to post-secondary education/training and careers. These experiences are called “professional learning experiences” or PLE’s.

Students who take part in Professional Learning Experiences while still in high school...

- Make connections between real work experiences and the classroom;
- Begin to look at education with a greater sense of purpose;
- Interact with adult role models to develop positive relationships;
- Experience enriched opportunities not possible otherwise;
- Develop new skills and experiences beneficial to their career futures;
- Enhance self-esteem as they learn, demonstrate skills and earn recognition;
- Expand understanding of career and work options available to them;
- Experience a range of opportunities that may not be traditional for their gender, race or ethnicity.

## The Career and Technical Education (CTE) Connection



**Learning that works  
for Kansas**

CTE connects the classroom to the workplace. Through the career cluster pathway designs, student learners complete a sequence of courses which build from introductory and technical skills to application in authentic work-based experiences. Business and Industry contacts are made through CTE connections and local advisory committees which can provide direction, offer input and identify locations for the professional learning experience.

CTE coordinates the creation of a learner's personalized career plan of study for an identified career field through career pathways. Within the 6 fields, Kansas has a total of 35 pathways, under the 16 career clusters. Here is a listing of that information:

### Arts, Communication and Information Field

- Arts, A/V Technology and Communications
  - AV Communications
  - Visual Arts
- Information Technology
  - Information Support and Services
  - Network Systems
  - Programming and Software Development
  - Web and Digital Communications

### Business, Marketing and Management Field

- Business Management
  - Business Management
- Finance
  - Business Finance
- Hospitality and Tourism
  - Restaurant and Event Management
  - Travel and Tourism
- Marketing
  - Marketing

### Environmental and Agricultural Systems Field

- Agriculture, Food and Natural Resources
  - Agribusiness Systems
  - Agriculture Science
  - Biotechnology in Agriculture
  - Comprehensive Agriculture Science
  - Food Products and Processing Systems
  - Natural Resources and Environmental Systems
  - Plant Systems
  - Power, Structural and Technical Systems

### Health Sciences Field

- Health Science
  - Health Science

### Human Resources and Services Field

- Human Services
  - Family and Community Services
  - Consumer Services
  - Early Childhood Development and Services
- Education and Training
  - Teaching/Training
- Government and Public Administration
  - Government and Public Administration
- Law, Public Safety and Security
  - Emergency and Fire Management Services
  - Correction, Security and Law Enforcement Services

### Industrial, Manufacturing and Engineering Systems Field

- Architecture and Construction
  - Construction and Design
- Manufacturing
  - Maintenance
  - Production
- Science, Technology, Engineering and Mathematics (*STEM*)
  - Engineering and Applied Mathematics
  - Bio-Medical
  - BioChemistry/Green/Hazmat
  - Cartography/Geospatial/Spatial Mathematics
  - Computer Science Engineering
- Transportation, Distribution and Logistics
  - Mobile Equipment Maintenance

## The Role of Career and Technical Student Organizations (CTSO's)



CTE educators direct instruction within the pathways at the introduction, technical and application levels. Introduction courses are offered to the 8th or 9th grade student to “introduce” the knowledge, skills and career options of an identified pathway. Technical and application courses build upon these basic skills by providing work-based or authentic examples and practicing situations, while making the connection between knowledge and task performance. Students can expand these skills within the Career and Technical Student Organization (CTSO) linked to their selected career area. CTSOs offer activities and opportunities for skill application as part of the classroom experience. CTSOs can provide connections to the workplace through alumni, but also provide opportunities for leadership, skill evaluation through competitions and development of the 21st century skills which all careers require. In addition, CTSOs provide opportunities and experiences which can be used to build resumes and enhance scholarship opportunities while encouraging education and training beyond the secondary level.

### CTSO'S in Kansas includes:

- Business Professionals of America (*BPA*)
- DECA—An Association of Marketing Students
- Family, Career and Community Leaders of America (*FCCLA*)
- Future Farmers of America (*FFA*)
- Future Business Leaders of America (*FBLA*)
- Future Educators of America (*FEA*)
- Health Occupations Students of America (*HOSA*)
- SkillsUSA
- Technology Student Association (*TSA*)

For more information on any of these CTSOs, refer to [www.ksde.org](http://www.ksde.org).



# Chapter 2: What is a Quality Professional Learning Experience?

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## Description

**Quality Professional Learning Experiences** are those which build upon the learning in the classroom, promote the development of a broad range of transferrable skills through a structured, work-related learning experience and include the on-going attention and support of an adult mentor.

**Quality Professional Learning Experiences** help schools better prepare students for an economy that demands workers with strong academic and career knowledge and skills. It is also a key element in a rigorous and relevant education for students. Properly designed and implemented, a quality professional learning experience provides a practical context for classroom subject matter.

**Quality Professional Learning Experiences** may take place in a variety of situations. A **Work-based Experience** is defined as pre-determined activities that occur at a workplace and expose the student learner to a range of occupations within that pathway. Examples are internships, Supervised Agricultural Experiences (SAE) and clinicals. A **Community-based Experience** is defined as activities that provide a service, traditionally a voluntary position, with no wage earned. Student learners can gain from both observing and/or participating. An example would be FCCLA STAR Event projects or participating in a mentoring program. A **School-based Experience** is defined as those activities which are created within the school building, but follow industry procedures and processes. School-based experiences are useful when internship options are not available and/or the school has a need that the student learner could fulfill. Examples include activities such as in-house publishing, constructing a house and Supervised Entrepreneurial Experiences (SEE). Additional opportunities for professional learning experiences

may exist for the integration and utilization of technical knowledge and skills in more advanced and abstract outcomes. Examples could be found in the IT or STEM areas.

## Quality Professional Learning Experiences are developed to...

- Involve youth in their learning by building upon their individualized plan of study;
- Foster youth and adult relationships;
- Provide experiences that are safe and legal;
- Support authentic and relevant activities;
- Place the training needs of the student learner in the forefront by creating an individualized Professional Learning Experience Plan (*see appendix for sample*);
- Ensure learning objectives are achieved;
- Offer continuous improvement through reflection and assessments;
- Enhance connections with Business and Industry;
- Support academic learning;
- Expose students to all aspects of an industry;
- Connect secondary CTE education and training to career and post-secondary education and training through authentic experiences under the supervision of an adult mentor already in the workforce.



## Career Activity Continuum

Quality career related learning is most effective when students are provided with a continuum of activities that address career awareness, exploration and preparation. This is accomplished through a series of work-related exposures linked with classroom instruction over a period of time. Many activities are appropriate for the introduction and technical levels, however the *Professional Learning Experience* will have more meaning if it follows an introduction and conclusion of technical skill training. The following provides an overview of the experiences that fit within the pathway designed sequence of courses.

### Introduction-Level Awareness Activities:

These types of activities are designed to make students aware of the range of careers and/or occupations within an industry, expectations of the workplace and skills required. They could be used to introduce a career cluster or at the conclusion of a unit to reflect upon what they have learned. Examples of these activities are:

- **FIELDTRIPS/TOURS** — Students visit a workplace in operation to observe the process, meet employees and ask questions either in person or virtually through electronic means, such as Skype.
- **VIDEO/RECORDING** — Students watch a pre-recording documents the work performed, equipment utilized and employees in action, etc.
- **INTERVIEWS** — Students contact an employee to ask about career history, training and responsibilities. It can include either a face-to-face interview, verbal interview over the phone or in writing. Electronic measures can also be used (*i.e. e-mail, texting, Skype*)

### Technical-Level Activities:

These types of activities are linked to actual occupational knowledge and/or skill training. Examples are:

- **JOB SHADOW** — Students view the workday of a professional onsite, interact with clients or customers and attend meetings and/or other appointments that are part of their professional day. Job shadowing is designed to help students explore a field while developing research skills and occupational knowledge. This is usually short term, but occupational specific.
- **CAREER MENTORING** — Students are matched one-to-one with a professional at a worksite related to their identified career cluster. The mentor serves as a resource for information by sharing insights and guidance about the career, education and training needed for success. This person may serve as the adult mentor during a professional learning experience if this relationship is continued to the application level.
- **SERVICE PROJECTS** — Students learn skills through the combination of academic work with service and social action. Students apply their knowledge and skills to meet a need in the community or school which has been pre-determined and/or pre-designed by the instructor.



## Application-Level Activities:

These career preparation activities are the professional learning experiences promoted in this toolkit. These experiences are not intended to allow a student to just have a “job”, but rather to create a learning environment that explores all aspect of the selected industry, builds relationships with industry professionals and creates a seamless transition from secondary to post-secondary training and job satisfaction. Other activities may be included, especially if the student has age or skill limitations. (*NOTE: Job shadowing can be used to provide an introduction to specific levels of an industry the student may not learn otherwise. Other options can be stand-alone activities or planned in combination.*)

The following describes options which can provide quality student learn experiences. Individual pathways and secondary school entities should review and make decisions based upon the needs of the individual learner, opportunities in the community in which they live and the school situation. For example, a school may offer school-based experience opportunities due to a lack of local employment possibilities for a selected field or because a service can be provided through the school-based experience option which is otherwise not available.

Experiences should be selected based upon the student’s interest and time allotted (*semester vs. full year*) and be in place prior to the experience, with the student learner on site or the school-based experience underway in a timely manner (*by September 20th*).

**NOTE:** *Students may have more than one activity as determined by pathway, career cluster and/or individual needs. These should be reflected in the Professional Learning Experience Plan (See appendix for examples of items that can be used in conjunction with the following).*

- **INTERNSHIP** — A supervised work-based learning experience that links a learner with an employer for a planned set of activities often designed to give the learner a broad overview of a business or occupational field (*short or long-term; usually paid*).
- **CLINICALS** — A rotation of experiences through all aspects of an industry. The health sciences area may require specific experiences. Refer questions to the Health Sciences consultant.
- **SUPERVISED ENTREPRENEURIAL EXPERIENCE** — Learner develops a business related to their career field using sound business concepts, procedures and strategies that support national content standards for entrepreneurship education.
- **SCHOOL-TO-REGISTERED APPRENTICESHIPS** — A training opportunity available to the grade 11 and 12 student learners that is sponsored by employers, associations and/or labor management that connects knowledge and skills acquired in a KSDE-approved secondary Career and Technical Education (CTE) pathway to an employer’s Registered Apprenticeship (RA) training. This apprenticeship bridges high school youth and CTE learning with highly specialized, on-the-job learning and career pursuits.
- **COMMUNITY-BASED EXPERIENCE** — A learning experience that is a combination of academic work with service and social action where students apply their academic knowledge and technical skills by working with an established community group (*may be profit or non-profit*) to meet a pre-determined community need and assist with the implementation and evaluation of the plan which is directed by the community entity. This experience links strongly with the human services occupations where actual interactions are limited due to privacy laws and content of interactions. Development of empathy and doing for others could be the focus of these experiences.
- **SCHOOL-BASED EXPERIENCE** — A training opportunity for learners to participate in “live work” in their chosen cluster/pathway within the school classroom or lab setting. The activities follow industry procedures and processes and provide students with experiences in all aspects of the business/industry.
- **SUPERVISED AGRICULTURAL EXPERIENCE (SAE)** — These experiences are planned, practical agricultural activities which support skill and competency development, career success and application of skills in an agricultural setting.
 

**NOTE:** *The following option is only allowed at this level if it is in conjunction with other skill application experiences to achieve the “all aspect” experience. (See appendix for more about “all aspects of an industry”).*
- **JOB SHADOWING** — Students travel onsite to view the workday of a professional, interact with clients or customers and attend meetings and/or other appointments that are part of their day. Job shadowing is designed to help students explore a field while developing research skills and occupational knowledge (*however at the application level, it can be used to expand knowledge about an aspect of the industry which might not be possible otherwise*).
- **INTERNSHIP** — A supervised work-based learning experience that links a learner with an employer for a planned set of activities often designed to give the learner a broad overview of a business or occupational field (*short or long-term; paid or unpaid*).
- **CLINICALS** — A rotation of experiences through all aspects of an industry. Within the health sciences area, this would include experiences from each of the five pathways.
- **SUPERVISED ENTREPRENEURIAL EXPERIENCE** — Learner develops a business related to their career field using sound business concepts, procedures and strategies that support National Content Standards for Entrepreneurship education. Idea generation and creativity are essential elements when developing the business plan.
- **SCHOOL-TO-REGISTERED APPRENTICESHIPS** — A training opportunity available to the grade 11 and 12 student learners that is sponsored by employers, associations and/or labor management that connects

knowledge and skills acquired in a KSDE-approved secondary Career and Technical Education (CTE) pathway to an employer's Registered Apprenticeship (RA) training. This apprenticeship bridges high school youth and CTE learning with highly specialized, on-the-job learning and career pursuits.

- **COMMUNITY-BASED EXPERIENCE** — A learning experience that is a combination of academic work with service and social action where students apply their academic knowledge and technical skills by working with an established community group (*may be profit or non-profit*) to meet a pre-determined community need and assist with the implementation and evaluation of the plan which is directed by the community entity.
- **SCHOOL-BASED EXPERIENCE** — A training opportunity for learners to participate in “live work” in their chosen cluster/ pathway within the classroom or lab setting. The activities follow industry procedures and processes and provide students with experiences in all aspects of the business/ industry.

- **SUPERVISED AGRICULTURAL EXPERIENCE (SAE)** — A planned, practical agricultural activity which supports skill and competency development, career success and application of skills to an agricultural setting.

**NOTE:** *The following option is only allowed at this level if it is in conjunction with other skill application experiences to achieve the “all aspect” experience.*

- **JOB SHADOWING** — Students go onsite to view the workday of a professional, interact with clients or customers and attend meetings and/or other appointments that are part of their day. Job shadowing is designed to help students explore a field while developing research skills and occupational knowledge (*however at the application level, it can be used to expand knowledge about an aspect of the industry which might not be possible otherwise*).



# Chapter 3: Preparation for a Quality Professional Learning Experience

This chapter shares the responsibilities of the entities involved in the PLE. Students, parents, school administrators, school coordinators and work or community site adult mentors should be prepared before students are released. The following explains what this preparation entails.

*(See appendix for reference sheet which can be used as a handout.)*

## A. ADMINISTRATION/DISTRICT RESPONSIBILITIES:

The school district will determine local policies and protocol to be followed. These policies and protocol should be shared early in the planning process and included on all documents for those involved. In addition, it is advantageous to encourage the professional development of the educators who are going to coordinate the Professional Learning Experiences to ensure they can maximize the opportunities within a workplace. Lastly, be sure to designate school coordinator time to complete the requirements of designing, coordinating, implementing and evaluating a quality professional learning experience as this responsibility would include following procedure in the event the student is struggling or unsuccessful with the placement. *(Refer to Chapter 4- Guideline 2 for additional guidance for working with the struggling student.)*

Financial support may be needed to secure educational resources *(such as training materials, reference books, etc.)* for the development of the coordinator, student and/or adult mentor.

---

### SUMMARY — To prepare for the experience, the school district should consider...

- Establish local policy and procedure required of the student and work/community site for experience approval;
- Provide professional development to prepare the educator/coordinator for their role in the professional experience;
- Allocate finances to purchase educational resources for the training of the coordinator, student worker and/or adult mentor; and
- Designate time during the school day for the school coordinator to complete the requirements of designing, coordinating, implementing and evaluating a quality professional learning experience.

## B. SCHOOL COORDINATOR RESPONSIBILITIES:

The **school coordinator** will be responsible for establishing a relationship with business and industry within and/or outside their school district where students may want to establish a Professional Learning Experience. This will include the identification of an **adult mentor** who will be the person responsible at the work site for the student and their PLE experience. The school coordinator is also responsible for the preparation of the student as stated below and to prepare all documents pertaining to the records/evaluation of the experience, including the Professional Learning Experience Agreement. *(See appendix for sample.)* The coordinator will oversee the experience and take action in the event the experience is discontinued due to the non-compliance of the agreement. This may include the recreation of the experience within the school classroom or reassignment of the student into another course as determined by local policies. Local policies, as well as state and federal labor laws, should be shared with all entities as part of the coordinator's responsibilities.

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### SUMMARY — To prepare for the experience, the coordinator should...

- Establish relationships with business and industry;
- Communicate state and federal labor laws to all entities;
- Provide instruction as stated under "Student Learner Responsibilities" that involves technical training, individualized plan of study creation, professional learning experience agreement review and expectations of the student
- Create a record keeping system *(electronic or paper)* for forms and student learner evaluations;
- Oversee the compliance of the agreement by all parties involved which includes the addition of an "improvement plan" *(if deemed necessary)* during the learning experience; and
- Pre-determine course of action in the event the experience is discontinued ensuring all parties know and support the plan.

## C. STUDENT LEARNER RESPONSIBILITIES:

Students in a PLE are considered **student learners** to separate them from the full time student attending regular CTE courses. Student learners are the center of the PLE and they must be adequately prepared before going “on site”. This preparation instruction is completed within the school, however part of the preparation should include a work orientation which is the responsibility of the adult mentor in coordination with the work/community site. Parents must also be included in the planning so they understand the educational benefits of the experience and support the expectations. There are two considerations within this section: Individualized Plan of Study and Professional Learning Experience Plan:

### 1. Individualized Plan of Study and Professional Learning Experience Plan:

The student learner must first have an individualized plan of study, which was probably developed in another course or as a counseling project. A review of their plan of study may be needed to determine if modifications should be made. Once a review is complete, the student learner is encouraged to complete the Professional Learning Experience Plan. (See *appendix for samples.*) Within this plan, the student will identify up to 5 learner objectives they wish to address as part of their experience. Their adult mentor could assist with this if the student learner is unfamiliar with the details of the experiences to come, however, the student learner, adult mentor and coordinator will all need to agree before the plan is accepted and implemented. Student learners with special needs may need to modify their experiences to fit the parameters of their IEP. All should be reflected in their individualized plan of study and Professional Learning Experience Plan.

### 2. Work Skills and Procedure:

The student learner will need an orientation that reviews their workforce responsibilities now that they are transitioning into the working world. (See *appendix for sample orientation checklist.*) This includes, but is not limited to punctuality, following directions, dressing to a required code, staying on task, confidentiality, working with co-workers, conflict resolution, safety and legal issues related to work hours, work to be performed and work limitations. Safety and work rights may also be part of this instruction as will the procedures if the professional learning experience is discontinued due to their inability to follow policies and procedures. The coordinator and/or adult mentor will oversee all instruction. (See *appendix for samples.*)

## SUMMARY — To prepare for the experience, the student will...

- Identify a career field based upon completed technical courses and/or interest assessment result;
- Refer to their individualized plan of study to review technical course content and skills;
- Understand what it means to take part in a professional learning experience;
- Build their Professional Learning Experience Plan (*as applies*);
- Receive support for the Professional Learning Experience Plan from parents, the coordinator and the adult mentor (*as applies*);
- Indicate willingness to follow worker responsibilities; and
- Indicate understanding of ramifications if the experience is discontinued due to inability to follow Professional Learning Experience Agreement polices (*as applies*).

**D. PARENT/LEGAL GUARDIAN RESPONSIBILITIES:**

Students interested in participating in a professional learning experience should discuss this opportunity with their parents/legal guardians at their earliest convenience. Items parents/legal guardians should be made aware of include the school district policies and protocols (*including expectations of the student and terms for removal from the experience*), the Professional Learning Experience Plan, the Professional Learning Experience Agreement, liability/permission forms and other documents important for parents/legal guardians to be aware of. (See *appendix for samples*.) Opportunities to meet the identified school coordinator will also establish a line of communication to keep abreast of their student's progress.

.....

**SUMMARY — To prepare for the experience, the parent/legal guardian will...**

- Learn their student's career interest and how that interest will be experienced;
- Understand what it means for their son/daughter to be part of a professional learning experience;
- Review the school's policy on eligibility and terms for removal from the experience;
- Review their son/daughter's Professional Learning Experience Plan (*as applies*);
- Review and sign the Professional Learning Experience Agreement (*as applies*);
- Review and sign permission/liability forms; and
- Encourage their son/daughter to sign and turn in all forms and documents in a timely manner.

**E. EXPERIENCE SITE/ADULT MENTOR RESPONSIBILITIES:**

The adult mentor will provide the student with training on specific equipment usage, tasks, policies and procedures for a period of time as determined by the student learner goals and mentor agreement. This information would be listed within the Professional Learning Experience Agreement (*if used*). All parties should be familiar with the evaluation documents used during the on-site period as well as the procedure for developing an improvement plan (*which allows the student to improve if found lacking in following policies and procedures*). Refer to the appendix for additional "Tips on Working with Adult Mentors".

.....

**SUMMARY—To prepare for the experience, the mentor will...**

- Train the student learner in equipment tasks, policies and procedural expectations prior to assuming responsibilities of the experience;
- State details of the experience in the Professional Learning Experience Agreement (*as applies*);
- Review and understand the evaluation process for the student worker; providing the opportunity for improvement if necessary; and
- Recognize the need for open lines of communication with the school and coordinator (*who will ensure parents/legal guardians are informed*).



# Chapter 4: Seven Guidelines for Creating Quality Professional Learning Experiences

These guidelines will help provide positive and successful learning experiences for students. Coordinators of these experiences are responsible for creating and managing these experiences and should be prepared to follow and address each of them as the experience is identified and student learners are placed. Following these guidelines will allow students to benefit from their exposure to their career field to help develop an educated, qualified workforce. A checklist has been developed for each guideline to assist with implementation. A summary of all guidelines is also in the appendix as a reference sheet.

The Seven Guidelines for Creating Quality Professional Learning Experiences include:

1. Maximize learning
2. Plan and prepare for successful experiences
3. Provide effective supervision
4. Promote safety
5. Manage the hours a student is at the workplace
6. Pay
7. Provide ongoing support for the struggling student

## Guideline 1: Maximize Learning

### All Aspects of the Industry:

Students should gain experience and understanding of “all aspects of an industry” to learn how each interconnects with the other. Reviewing “all aspects” refers to allowing the learner to see how each influences the tasks performed, services provided and/or goals accomplished. All pathway application level courses are to include this type of experience regardless of where it takes place. It could be work-based, community-based and/or school-based in nature. (Refer to appendix for a summary of “All Aspects of an Industry.”) This can be a challenge if the experience is limited by age restrictions or lack of training. In this situation, a job shadow or placement with a team of employees from across departments may provide the introduction needed. An introduction activity is included in the appendix to assist with this type of situation. (You will find a summary of ‘all aspects of the industry’ in the appendix.)

The nine aspects common to any industry or enterprise, which each student learner should be introduced to include:

1. **PLANNING** — How an organization plans (including goals and objectives, type of ownership and how they assess their needs).
2. **MANAGEMENT** — The structure and process used to accomplish goals, use equipment and facilities and organize staff.
3. **FINANCE** — The accounting and financial decision-making process as well as the method of acquiring capital to operate and handle financial operations such as payroll.
4. **TECHNICAL AND PRODUCTION SKILLS** — The academic and technical skills needed in the workforce to produce goods or provide services and the team attitude among all workers. There may be several levels of skills required and tasks performed.
5. **UNDERLYING PRINCIPLES OF TECHNOLOGY** — The technological systems used in the workplace and the contributions of such toward the goods produced or services provided.
6. **LABOR ISSUES** — The rights of the employees related to wages, benefits and working conditions, job descriptions and labor organizations recognized.
7. **COMMUNITY ISSUES** — The impact of the community on the company and vice versa, community involvement and/or services provided by the company.
8. **HEALTH, SAFETY AND ENVIRONMENT** — The practices and laws affecting the employee, the surrounding community and the environment.
9. **PERSONAL WORK HABITS** — The employability skills workers are expected to possess such as positive attitude, appropriate personal appearance/fitness, readiness to work, respect for others and ability to follow direction.

## Setting Learner Objectives:

Teachers make connections between what students learn in the classroom and at the workplace. But for the learning to be heightened, students should be encouraged to set their own expectations and type or amount of work to be accomplished. Students benefit the most when they know their experience is authentic, rather than one with little impact. It also may be beneficial for the student learner to complete a “Student Pre-Experience Survey” (See appendix.) The Professional Learning Experience Plan provides the opportunity for students to identify up to five learning objectives they will accomplish as part of their experience. (Refer to appendix for sample forms and additional directions on setting measurable objectives.) The objectives should be measurable and documented. The coordinator and adult mentor can assist the student learner with goal determination and documentation. These goals can include:

- Researching the business they will be working within,
- Researching the skills, educational training and salary of the position(s) they are learning about and/or hoping to achieve in their future employment,
- Learning how their position impacts the rest of the business,
- Learning about all aspects of an industry,
- Determining actual work they will accomplish.

## Documentation/Reflection:

As part of goal setting, determine how each will be documented. **Portfolios** are commonly required and include a variety of documents and evaluation forms. Evaluations for performance and skill development, conducted routinely, will assist the student learner in determining how they are performing and can be included to document such. (See appendix for sample forms and documents.) If the student is found to need intervention, an Improvement Plan can be developed between the worksite adult mentor and school coordinator. The Professional Learning Experience Plan can be redesigned to document improvements needed. (See appendix) This plan would be implemented as a way to promote student success in the experience. Additional evaluations may be added as a result of the improvement plan. (See appendix for samples.)

**Reflection** helps students internalize the learning and skills they have developed and promotes self-awareness and personal assessment. Reflection refers to any process that a person uses to think critically about their experience including writing, reading, speaking, listening, discussing and presenting.

In general, unpaid professional learning experiences are treated the same as paid positions. If students are paid, however, they are subject to the **Federal Fair Labor Standards Acts** and must be covered by the employer’s worker’s compensation plan. The same safety and health standards apply to both.

### Guideline 1: Checklist

- Make ties to classroom learning.
- Support academic standards
- Ensure the experience follows youth laws.
- Expose students to all aspects of the industry.
- Involve students in their own goal identification and learning plans.
- Assist students in developing measurable learning objectives.
- Provide opportunities for reflection and improvement.
- Create a method of documentation and measurement

### Guideline 1 Example:

*The Kansas City Cooking Company is an entrepreneurship project created by students at J. C. Harmon High School Culinary Arts. Through involvement in the company, students prepare and cater refreshments for the district and community meetings. The students are responsible for all the public relations, supply ordering and record keeping. This project lends itself well to developing student outcomes in a variety of skill areas including math, reading, economics, graphic design, social skills and life skills.*



## Guideline 2: Plan and Prepare for Successful Experiences

### Planning is Key

To enhance the success of the student learner experience, orientation and preparation activities should occur both within the classroom and workplace. Parents, students, teachers and worksite adult mentors/supervisors should be adequately prepared in both expectations and the process to be followed. The expectations should be documented in the Professional Learning Experience Agreement, liability agreement; and permission forms (*refer to all in the appendix*). Connections should be made between the work to be performed, skills required and academic learning/technical skill attainment before the experience begins. The agreement should be in place in a timely manner to allow for appropriate implementation. In some schools, this may mean the semester before it is to go into effect.

Student learners should receive a thorough orientation (*see appendix for sample checklist*) by their work site which should include:

- The nature of the business
- Workplace culture, safety, health and legal considerations associated with the experience
- Work to be performed with identified expectations
- Required attire
- Workplace conduct

Reflection and evaluation procedures should be explained and in place to assist the student learner in determining their work productivity and abilities, with the opportunity to correct weaknesses that may arise (*through an improvement plan*).

### If a professional learning experience is discontinued:

Actions that may result in the removal from the Professional Learning Experience should be clear and the procedures in place, before the activity begins. Both should be communicated to gain the understanding and support of all parties involved. An improvement plan can be developed to assist with student learner issues and should be explored before deciding to stop the experience. If the student learner is not returning to the worksite, an in-house alternative experience is expected to continue the development of the student's skills as determined by their learning objectives. This alternative is required to meet the remaining competencies. A last option is to remove the student from the class all together.

### Guideline 2: Checklist

- Provide a thorough orientation for both students and workplace partners.
- Share expectations with all parties.
- Complete the Professional Learning Experience Agreement (*as applies*).
- Complete the Liability Agreement and Permission Forms (*as applies*).
- Determine and review procedure if the agreement is not followed.
- Review student goals and modify learning objectives (*as necessary*).
- Treat student learners as regular employees.
- Create an in-house alternative experience meeting class competencies if the Professional Learning Experience Agreement is discontinued.

### Guideline 2 Example:

*Enterprise High School in California offers a four-hour job readiness training, followed by staff working one-on-one with students to identify job interests, articulate goals and set realistic plans to achieve them using the school's services. Students can then explore their interests and attend workshops addressing work values, goal setting strategies, interviewing procedures and exploration of post-secondary options. On-going classes in resume writing, scholarship application and interviewing skills are available. The school's services are purposefully designed to model a work environment. Students are expected to make appointments, apply for workshops and arrange interviews with the school staff to implement the same skills they will need in the work environment.*

## Guideline 3: Provide Effective Supervision

### Effective Supervision:

Effective supervision is vital to a successful experience. School coordinators should locate and identify adult mentors who are willing to provide supervision with encouragement and patience. This will provide a good learning environment as the adult mentor works as both the boss (*monitors performance, productivity and imparts consequences*) and the coach (*provides the encouragement to promote learning and improvement by leading the learner to the answer, not providing it for them*). Coordinators should be prepared to provide expertise and resources to adult mentors to assist them in successfully mentoring the student learner as a boss and a coach. This includes how to communicate workplace expectations, provide feedback about performance and coach to motivate performance. This might also include the development and implementation of an improvement plan. (See appendix for “Tips on Working with Adult Mentors.”)

### Adult mentors:

Adult mentors should understand that the student learner may need assistance while they develop the maturity required for job success. These maturity skills include punctuality, diligence, responsibility and openness to constructive criticism.

### Orientation/Training for Student Learners:

An orientation should be provided to the student learner that covers:

- The nature of the company’s business
- A review of the company’s organizational chart
- The workplace culture, including attire and behavior
- A review of the workplace safety and health program
- Office procedures
- Tasks required of the student
- The connections between the student’s learning and workplace needs
- A tour of the workplace

Evaluation forms and procedures should be provided to the adult mentor with training provided if possible. Workplace partners appreciate teachers being brief, targeted and concise. (Refer to appendix for sample forms and documents.)

### Guideline 3: Checklist

- Assist in developing worksite orientation for the student learner.
- Develop on-going evaluation forms and procedures.
- Share expectations for student feedback and intervention strategies.
- Offer training on how to mentor students.
- Assist with the coaching of students.

### Guideline 3 Example:

*The Youth Employment Services (YES!) Center in California is a collaborative effort of the school district, city recreation and parks department and a community based organization. The staff provides a mandated pre-employment training to all students who need a work permit. Supervisor turn-over in the local mall proved challenging to the school work-based learning programs. YES! Staff was commissioned to provide training to newly promoted supervisors to promote a better experience for the students placed at that location.*



## Guideline 4: Promote Safety

Workplaces can be safe learning places for students if a few rules are applied. Students should be placed in experiences that consider their age, experience and maturity and the safety of the environment. Adult mentors can ensure job safety and health information is integrated within the student learner orientation and school coordinators can include information on safety in the workplace and encourage common sense, caution and strict attention to the restrictions placed on them. In some PLE experiences, having a signed liability agreement would be beneficial. Refer to the appendix for a sample of this agreement.

### Safety Training for the Student Learner:

Adult mentors should include the following in the student learner safety training:

- Common safety and health hazards they may face on the job
- Control measures in place to reduce or eliminate hazards
- Reporting procedures and policies
- Safety training for tasks they will be performing
- Training in proper use of equipment
- Access to Personal Protective Equipment (PPE) and how to use it
- Expectations of workers to think of others in reducing hazards and unsafe areas
- The expectation of keeping a clean and organized work area
- The role of the supervisor to look out for them

### Guideline 4: Checklist:

- Ensure workplace and tasks meet safety standards appropriate for the age and skill level of the student learner.
- Prepare students to be safe and health conscious (*including using common sense and caution*).
- Promote the worksite training to include legal, safety and health habits desired.
- Provide direction/intervention if an issue of safety arises.
- Ensure insurance allowances are in place.
- Obtain emergency forms from parents including notification information and care details.

### Guideline 4 Example:

*A marketing class with many young employees uses role-playing regularly at recreated safety meetings. These young workers act out safety and health problems that have arisen and develop solutions that involve implementing safety habits, common sense and/or caution.*

## Guideline 5: Manage the Hours a Student Learner is at the Workplace

### Time Considerations and Limitations:

The time student learners spend at the workplace (*or on a service project*) in a given day or week should be balanced with the regular demands of school and other activities in which they are involved. State and federal child labor laws are designed with sensible limits to the hours they can work. School coordinators should provide a review of the appropriate hours if necessary and be willing to step in if work hour assignment and labor law violations are in question.

School coordinators and adult mentors can encourage the student learner to develop a personal management plan to keep track of school activities and work assignments. Both can encourage the student learner to report conflicts in a timely manner to allow for the reassignment of work hours when school responsibility conflicts arise.

School coordinators can share time management tips and recordkeeping strategies with students to promote the balance between personal and work responsibilities.

### School Attendance:

It is suggested the school coordinator should attempt to resolve school attendance problems through the student and/or parent conferences and not involve the adult mentor. After exhausting these established procedures, the school coordinator may turn to the adult mentor for two types of help:

1. **CONFERENCE** — Discuss with the student learner the importance and necessity of school attendance. A word or two from an adult mentor may have more impact upon the student than anything the school coordinator might say.
2. **TIME OFF** — If discussing school attendance does not resolve the problem, the school coordinator may ask the adult mentor to give the student learner time off from work without pay. It is also important to let the student know why the work schedule has been reduced. This could provide a life lesson otherwise not possible.

Commonly, if the student is gone from school, they are gone from work as well. Keeping record of work time maybe necessary if the experience is tied to a credential earned. Students need to understand their attendance, or lack of has consequences.

### Job Attendance:

Sometimes the reverse problem occurs. Student learners develop poor attendance patterns on the job even though they follow school policies just fine. The student learner may need to be reminded they agreed in writing to be punctual and regular in attendance. In some instances, the student might be gone from school but could return for the PLE at the worksite. This is a local school decision, however it is commonly held if a student is not at school, the worksite experience is also not allowed. Keeping record of dates and minutes worked can provide the documentation in the event of needing to verify work habits. In all situations, a student learner should be aware of how work habits impact the work, adult mentor and other workers.

The following policies can be considered with regard to job attendance:

1. **ILLNESS/EMERGENCY** — Student learners agree to comply with workplace absence policies and notify the adult mentor of an absence from work due to illness or emergency prior to their scheduled start time. (*The school coordinator may wish to follow up, but it is the student learner's responsibility for this communication.*)
2. **ACTIVITY/ APPOINTMENT** — Student learners ask the adult mentor two weeks in advance to be excused from work for a school activity or personal appointment. This models work courtesy.

### Guideline 5: Checklist:

- Ensure worksite follows work hour laws.
- Instruct student learners in the basics of time management, recordkeeping and communication skills to minimize school/work conflicts.
- Provide sample forms for reporting school/work conflicts.
- Be willing to step in on behalf of the student learner if a violation is in question.
- Resolve attendance issues in a timely manner, involving the adult mentor if necessary.
- Be willing to step in on behalf of the worksite if the student learner is missing work or failing to communicate such in a timely manner.

### Guideline 5 Example:

*An owner of two McDonald's franchises in Missouri developed a tracking system with color-coded timecards to make sure student workers were not scheduled for too many hours during the school week. Student workers were provided a form to complete when a school event was identified as one that might conflict with work hours to assist the owners in coordinating work around school events without last minute confusion.*

## Guideline 6: Pay

### Work-based vs. Community-based Learning:

When a student performs productive work for private entities, they are entitled to receive wages. School credit should not be a substitute for wages in this situation. Students cannot be required to volunteer their service in any setting nor can they volunteer in private business.

Professional Learning Experiences that are typically unpaid are job shadows and community-based experiences. Experiences that are typically paid are internships and apprenticeships. Students who perform tasks that benefit the employer's labor needs are to be paid. They must be paid minimum wage or higher when performing productive tasks in a workplace setting. Payment at minimum wage or higher isn't just the law, but the right thing to do.

Other issues that need to be addressed by the workplace include worker's compensation coverage and safety and health standards. Also note: the student learner should never displace a member of the regular workforce to provide for the learning experience.

It's a good idea to include work hours and pay on the Professional Learning Experience Agreement form to ensure all parties are aware of the parameters of both. The use of a work log is also encouraged to record hours and tasks performed. This can serve as documentation both as a portfolio is built and/or if a reference is needed (*see appendix for sample*). It is also suggested the adult mentor sign the record document to verify it and collect these in a timely manner, such as weekly or twice a month.

### Guideline 6: Checklist

- Determine if pay is required for the experience, amount of pay and number of work hours and list on the Professional Learning Experience Agreement Form.
- Ensure no member of the regular workforce is displaced.
- Encourage payment of a fair and comparable wage in a timely manner, stepping in if a question of pay arises.
- Use a work log to record hours worked and tasks performed. Have the adult mentor document it by a signature of completion.

### Guideline 6 Example:

*The Baltimore City Fire Cadet Program in Maryland is a program that trains students to attain Emergency Medical Technician Level B and Firefighter 1 certifications between their junior and senior years of high school. Immediately after graduation, they are employed at one of the five Fire Departments in the area while continuing to be involved in community service activities. At the conclusion of that summer, they have the skills of a Firefighter II and are eligible for a paid apprenticeship with the Fire Department.*

## Guideline 7: Provide Ongoing Support for the Struggling Student

### Importance of Communication:

Maintaining regular communication/follow-up and addressing any problems quickly are vital to maintaining a successful relationship between all parties involved in the Professional Learning Experience. Contact by telephone, written communication and scheduled workplace visits greatly enhance the experience. Visits to the workplace can be documented through a record sheet and can include a follow up interview with the adult mentor and student learner, together or separately.

### Improvement Plans:

School coordinators should establish open lines of communication with the adult mentor, student and parents/guardians to encourage contact when problems arise. If a student learner, adult mentor or worksite does not follow the Professional Learning Experience Agreement, intervention may be necessary. An improvement plan can be developed (*see appendix for Professional Learning Experience Plan form*) to assist with student learner issues and in some situations, the experience may need to be discontinued. If the student learner is not returning to the worksite, an in-house alternative experience is expected to continue the development of the student's skills as determined by their learning objectives.

Coordinators should provide all entities with copies of the agreement forms and contact information at the start of the Professional Learning Experience so that students, parents, worksite adult mentor and school coordinator can communicate easily.

### Guideline 7: Checklist

- Establish open lines of communication between all parties involved.
- Make regular visits to the workplace, noting work observed.
- Follow up workplace visits with student learner and/or adult mentor interviews.
- Provide resources for the adult mentor as requested.
- Create student learner improvement plans as necessary.
- Dissolve the Professional Learning Experience Agreement if necessary
- Provide similar in-house experience if the worksite placement is discontinued.
- Provide all parties with copies of the signed Professional Learning Experience Agreement (*as applies*).

### Guideline 7 Example:

*Goodwill Toronto's Community Youth Program developed a unique and intensive relationship with its employer partners, who are involved at all levels of the program. In addition to interviewing and selecting youth to participate, employers attend monthly project team meetings, where the progress of youth participants and the program are evaluated. Reports on their interns are returned every two weeks so the school may monitor youth participant development. Employers also give feedback regarding the curriculum or additional training as needed for particular employers; sit on panels that select new participants for the program; speak to classes; and host tours for groups of students. This close relationship with employers helps ensure training is relevant to the industry, making the program very competitive and ensuring high quality training for the youth participants. The program continually works to establish new employer partners, seeks only employers who are willing to teach youth and offer appropriate professional development for employers.*

# Chapter 5: The Importance of Evaluation, Reflection and Debriefing

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## Evaluations:

All events, activities and initiatives in schools would not be complete without an evaluation to allow those involved the opportunity to report what works well and what improvements are needed. Evaluations are used to indicate the stage of mastery or results of an initiative which is commonly viewed as part of a process or as part of a whole. When a number of evaluations for a single event

or multiple evaluation responses over time are compiled, results can offer a direction for change as well as a confirmation of what works well. Results can be more quantitative dependent upon the structure of the evaluation and how it is administered. Refer to the appendix for sample evaluation and reflection documents and rubrics.

## Reflection/Debriefing:

Reflection and debriefing should be included for a number of reasons, including the unique data it can generate that may not be available through a formal evaluation. **Reflection** is completed by an individual concerning their own experience and it allows the individual to look back and think about what they just experienced and/or the change in thinking they went through.

**Debriefing** is a structured method of allowing an individual to look at their experience and compare that to the plans or objectives set before the experience. Debriefing can be completed individually or with support individuals such as a school coordinator or adult mentor. The process allows the individual to see what was gained through the experience.

In conclusion, it is beneficial to the student learner to have an opportunity to review what took place for the following reasons:

- Helps the student learner make personal connections to their experiences.
- Guides the learning process and deepens/extends the learning that took place.
- Causes the student learner to internalize the skills they used (*i.e. technical and 21st century skills*).
- Helps the student learner see the integration of academic and technical skills in authentic applications.
- Provides a tool for students to self-assess their academic and technical skills and areas of improvement.
- Promotes the need for and completion of, post-secondary training.

## Use of Portfolios:

Some schools feel it is important to use a portfolio (*either electronic and/or hard copy*) to document the experience and technical skill development/enhancement. There are a wide variety of portfolios and uses of the documents within them.

## Reflection/Debriefing Activity/Question Examples:

This list offers examples of activities/questions that can be used in evaluating, reflecting upon and debriefing from a PLE. Adding questions directly related to the sponsoring school and/or worksite is suggested.

- A. Exit Portfolio**—Ask the student learner to compile samples of their best work and ask them to self-assess their performance based upon it.
- B. Reflection Paper**—Ask the student learner to reflect on their learning experience, learning objectives and daily applications. Did they perform at their best level at all times? Did they achieve their objectives? What examples of daily application can they identify to support their answers?



- C. Journal**—Journals can provide a written record of experience details and how the student learner grew across the experience. The purpose of a journal and how it is to be used must be stated before it is created so the student-learner knows what is expected. Possible information recorded could include:
- Descriptions of the experience, research or other tasks completed
  - Reflection on how these tasks directly or indirectly addressed their learning objectives
  - Reflection on where else the student learner saw evidence/applications of the use of academic and/or technical skills
  - Evaluation of their ability to tackle experience/work assigned and if they performed at their best
  - Thoughts about the weaknesses or strengths they have
  - Reflection on the 21st century skills they learned or enhanced during the experience.
- G. PowerPoint**—Students can make a visual record through photos/short recordings (*with the experience site permission*) and create an end-of-experience presentation. A time limit or slide limit may be applied to encourage editing and compiling of contents. Any of the above questions and/or information guidelines could be used for the content.



## Kansas State Department of Education (KSDE) Guidance and Expectations

The Kansas State Department of Education expects the student learner needs will be the center of all decisions and the professional learning experience is well thought out to ensure learning will occur in a safe environment. The experience itself is to align to the pathway of choice and placed at the conclusion of the technical training coursework is completed.

- **PATHWAY COURSES** embed(s) professional learning experience within technical and/or application level courses. For that reason, the PLE will likely be held to meeting identified competencies that must be part of the course. This is why PLEs are part of specific pathway courses and not all together in one class as the old on-the-job model held.
- **WORK LOGS** are to be maintained to document dates and minutes worked and what work was performed. These are to have a signature of the adult mentor to verify the experience. Keeping work logs would be beneficial for all students, but those who leave the building are required to have these to document their full time equivalency status. A sample form is found in the appendix; however a local form can be used as long as the information above (*dates of work; minutes worked; work performed; adult mentor signature*) is included.
- **WORK TIME** is to equal the time away from school (*it is a local decision to count driving time or not*), however additional work hours might be served by the student after the school day dismisses or over the weekends. In the event of earning a credential, work hours might require time outside the school day. Documenting the time worked is vital if the credential is based on time spent. Review each credential to ensure the parameters are met.
- **FULL TIME ATTENDANCE** is determined by the number of minutes in instruction (*on September 20th*). The work logs mentioned above may be used to document the experience if the local school selects them as their method of recordkeeping. Local schools are familiar with how to document the full time student so that their work can move them through the educational system.
- **SCHOOL COORDINATOR RELEASE TIME** is expected to allow for the meeting of adult mentors, observation of students at work and the coordination of each student learner's experience. This will also be the time to handle disruptions or the PLE needing intervention.

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# Section I: School Coordinator

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This section includes references and sample documents for the person at the educational institution that is overseeing professional learning experiences for the secondary student.

Refer to the chapter section of this toolkit to learn more about the use of each of the items that follow.

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## Kansas Professional Learning Experience (PLE) Terminology

As we design and implement the Career Clusters/Pathways Program of Study into the Kansas educational system, we find it imperative to have some common terms and definitions that are used consistently throughout the state. To that end, we provide the following terms and definitions as a resource:

**ADULT MENTOR:** A person who is responsible for student intern learning in an approved professional learning experience regardless of location or type of experience (e.g. *work-based, community-based, school-based*).

**APPLICATION LEVEL COURSE:** An advanced level course that builds on the technical level course and includes opportunities for the learner to demonstrate knowledge learned through practical application of skills. It may include professional experience learning such as internship, health science clinicals, SAE, or in-house training/marketing.

**ARTICULATION:** A systematic, seamless student transition process from secondary to postsecondary education that maximizes use of resources and minimizes duplication.

**ARTICULATION AGREEMENT:** A written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary institution, or a sub-baccalaureate degree granting postsecondary institution and a baccalaureate degree granting institution; to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions. [Section 3(4)] Perkins Act of 2006: The Official Guide} For Kansas use: the Articulation Agreement does not have to include a Credit transfer agreement (*Advanced Placement Credit*). It must include a seamless progression from one level to the next and may include such incentives as scholarships.

**CAREER AND TECHNICAL EDUCATION (CTE):** Organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (*other than remedial courses*) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual. [Section3(5)] Perkins Act of 2006: The Official Guide

**CAREER AND TECHNICAL EDUCATION (CTE) COURSE:** A CTE course (*for an approved cluster/pathway*) is one in a progression leading from introductory to technical to application levels that support state and national standards and competencies. The foundation for CTE courses is the inclusion of knowledge and skills that all students should achieve for a given career. Each course is required to provide enhanced and improved instruction through the integration of rigorous academics, 21<sup>st</sup> century skills, career development skills and student leadership. Courses may include experience-based learning opportunities. Courses, if applicable, can be articulated with a postsecondary institution for advanced placement credit. A course can be a part of a sequence of courses that creates an overall program of study assisting the student in preparing a personal plan of study.

**CAREER AND TECHNICAL EDUCATION (CTE) SEQUENCE OF COURSES:** Those courses that include the career cluster pathway knowledge and skills as recognized by the Kansas Career Clusters. These courses provide learners with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (*other than remedial courses*) that meet other requirements. Career and Technical education courses may begin at eighth grade and do not include career exploration courses. Courses such as computer applications I and keyboarding are typically not included in the concentrator sequence because they are required for all students. Academic courses are counted only if they reflect industry skill standards.

**CLINICALS:** A rotation of experiences through all aspects of an industry within the health sciences cluster.

**COMMUNITY BASED PROFESSIONAL LEARNING EXPERIENCE:** A professional learning experience (*PLE*) that is based in a community setting that is not paid but provides skills reflective of industry needs.

**CONCENTRATOR:** A student who has earned three (3) or more secondary level credits in a single CTE pathway, which are a combination of at least two of the three levels at the Technical and Application.

**CROSSWALK (COMMON) COURSE:** A course that is approved for inclusion in more than one Career Cluster pathway.

**FOUNDATION KNOWLEDGE AND SKILLS:** Knowledge and skill statements represent the skills and knowledge, both academic and technical, that all students should achieve for a given career area. They are recognized as academics; communications; problem solving and critical thinking; information technology; systems; technical skills; leadership and teamwork; safety, health and environment; ethics and legal responsibility; and employability and career development.

**Kansas PLE Terminology** *(continued)*

**HIGH DEMAND OCCUPATION:** An occupation that: 1) has a critical shortage of workers to fill the employment demands of industry, and 2) requires formal training exceeding that which can be provided on the job.

**HIGH SKILL OCCUPATION:** An occupation that requires all of the following: 1) Specialized technical training, 2) an advanced level of skill sets as defined by each industry and/or education (*examples: independent decision making, critical thinking, problem solving*), 3) a recognized validation of skill attainment or credential (*examples: certification, registration, licensure*), and 4) included mandatory continuing education and/or training.

**HIGH WAGE OCCUPATION:** An occupation that: 1) has a median wage for the occupation that is at least 200% above federal poverty level for a specific area/region or an entry wage of \$13.75 or higher, and 2) offers a wage progression strategy.

**INTRODUCTORY LEVEL COURSE:** An introduction to a specific or multiple clusters or pathways that require similar foundation knowledge and skills. Taken prior to the technical and application level courses.

**KANSAS CAREER CLUSTER(S):** Divisions of the six fields that include occupations organized around knowledge and skills that have common characteristics and job duties. Kansas identifies 16 broad clusters: 1) Agriculture, Food and Natural Resources; 2) Architecture and Construction; 3) Arts, A/V Technology and Communications; 4) Business, Management and Administration; 5) Education and Training; 6) Finance; 7) Government and Public Administration; 8) Health Science; 9) Hospitality and Tourism; 10) Human Services; 11) Information Technology; 12) Law, Public Safety and Security; 13) Manufacturing; 14) Marketing; 15) Science, Technology, Engineering, and Mathematics; and 16) Transportation, Distribution and Logistics.

**KANSAS CAREER FIELD(S):** Occupations that are organized around broad, common knowledge and skills. They are recognized as Arts, Communication, and Information; Business, Marketing, and Management; Environmental and Agricultural Systems; Industrial, manufacturing, and Engineering systems; Health Science; and Human Resources and Services.

**KANSAS CAREER PATHWAY(S):** Organized groupings of rigorous academic and career related courses leading from education to employment, that identify each step, skill, educational requirement and aptitude needed to be successful within any specific career. Currently there are 35 pathways identified within the 16 clusters.

**KANSAS COMMON COURSE CODE:** An alpha-numeric code used as a standard course description for secondary education that is intended to help schools and education agencies maintain longitudinal information about student's coursework in an efficient, standardized format that is consistent from one system to the next. Commonly referred to as the KCCMS Code (*Kansas Course Code Management System*)

**PARTICIPANT:** A student who has earned a minimum of .5 credit, but less than two (2) secondary level credits in a single career and technical education (CTE) pathway.

**PORTFOLIO:** A collection of work documenting performance that may be used to assess performance or progress, gain employment, advancement or scholarship, or entrance to post-secondary education.

**PROFESSIONAL LEARNING EXPERIENCE (WORK-BASED EXPERIENCE):** Experience based on a learner's career interest that partner the learners with the school, community and/or business/industry. It provides career or work opportunities above and beyond the classroom; may provide instruction in all aspects of the industry. It is recommended that these experiences be included in application level courses.

**PROFICIENCY CREDIT:** Full or partial academic and/or CTE credit awarded to a student who has successfully demonstrated they have simultaneously met standards and expectations in more than one high school course through integrated academic and/or CTE courses.

**PROGRAM(S) OF STUDY (POS):** Plan that incorporates secondary education and postsecondary education elements; includes academic and career and technical content in a coordinated, non-duplicative progression of courses; and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree.

**SCHOOL BASED PROFESSIONAL LEARNING EXPERIENCE:** A professional learning experience (PLE) that is based within a school setting, offering services or providing goods in a recreated industry environment to the school itself or community.

**SCHOOL COORDINATOR:** A person within the school setting who is responsible for the coordination of professional learning experiences. This person is expected to have release time to make out of school visitations, respond to student intern issues and work with adult mentors as deemed necessary for a positive experience.

**SCHOOL TO REGISTERED APPRENTICESHIP:** A training opportunity for grades 11 and 12 students sponsored by employers, associations and/or labor management that connects knowledge and skills acquisition directly from industry. This is sponsored through the Kansas Department of Commerce.

**STUDENT INTERN:** The student involved in a professional learning experience which serves as a capstone experience after technical skill training has been completed.

## Kansas PLE Terminology *(continued)*

**SUPERVISED AGRICULTUREAL EXPERIENCE (SAE):** A planned, practical agricultural activity which supports skill and competency development, career success and application of skills to an agricultural setting.

**SUPERVISED ENTREPRENEURIAL EXPERIENCE:** A learner developed business related to their career field using sound business concepts, procedures and strategies that support the National Content Standards for Entrepreneurship.

**TECHNICAL LEVEL COURSE:** A course that builds on the knowledge and skills learned in the introductory level course, with a focus on acquiring practical technical skills specific to the cluster/pathway.

**21<sup>st</sup> CENTURY SKILLS:** Skills that are essential for workplace/career success; including: critical thinking/problem solving skills, communication skills, creativity and innovation skills, collaboration skills, information and media literacy skills, and contextual learning skills. They are integrated into what is known as 21<sup>st</sup> Century Content: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health and wellness awareness, and environmental literacy.

**UNIT OF CREDIT:** A measure of credit that may be awarded to a student for satisfactory completion of a particular course or subject. A full unit of credit is that which generally requires 120 clock hours to complete. Credit may be awarded in increments based upon the amount of time a course or subject is offered and generally requires to complete. Individual students may be awarded credit based upon demonstrated knowledge of the content of a course or subject, regardless of the amount of time spent by the student in the course or subject. (*Article 6, Section 2(a)* of the Kansas Constitution)

**WORK BASED PROFESSIONAL LEARNING EXPERIENCE:** A professional learning experience (*PLE*) that is based within industry where students working along full time employees. Students are usually paid but not as a replacement for another employee.

**WORK LOG RECORD:** The report form, (*titled "Professional Learning Experience Work Log Record"*) completed by PLE students to document the professional learning experience and includes dates of work, work done and signature of adult mentor to document information is true and accurate. *This is required of all out of school building experiences related to the application level professional learning experience* regardless of work or community based to document minutes spent for attendance and auditing purposes. Other requirements of use are a local decision.

# Roles and Responsibilities Overview

## Reference Sheet

This document share the roles and responsibilities of each entity involved within a professional learning experience.

### The School Coordinator

- Establish relationships with business and industry
- Communicate state and federal labor laws to all entities.
- Provide instruction that involves technical training, individualized plan of study creation, professional learning experience agreement review and expectations of the student.
- Create a record keeping system (*electronic or paper*) for experience forms and evaluations which the student learner will follow.
- Oversee the compliance of the agreement by all parties involved which includes the addition of an “improvement plan” if deemed necessary during the learning experience.
- Pre-determine course of action in the event the experience is dissolved ensuring all parties know and support the plan.

### The District/Administration

- The establishment of local policies and procedures required of the student and work/community site for the experience to be approved.
- Provide opportunity for professional development to prepare the educator/coordinator for their role in the Professional Experience.
- Allocating finances for the securing of educational resources for the training of the student worker, parents and/or adult mentor.
- Ensure the school coordinator has adequate time designated to complete the requirements of designing, coordinating, implementing and evaluating a quality professional learning experience.

### The Student (Refer to “Appendix Section III: Student Intern” for additional resources.)

- Identify a career field based upon completed technical courses and/or interest assessment results
- Refer to developed individualized plan of study to review technical course content and skills.
- Understand what it means to be part of a professional learning experience.
- Build the Professional Learning Experience Plan or something similar.
- Receive support for the Professional Learning Experience Plan from parents, the coordinator, and the adult mentor (*if applies*).
- Follow worker responsibilities, including attendance and communication expectations
- Indicate understanding of ramifications if the experience is discontinued due to Professional Learning Experience Agreement polices.

### The Parent(s)/Legal Guardian(s)

- Learn your son/daughter’s career interest and how that interest will be experienced.
- Understand what it means for your son/daughter to be part of a professional learning experience.
- Review the school’s policy on eligibility and terms for removal from the experience.
- Review your son/daughter’s Professional Learning Experience Plan (*if applies*).
- Review and sign the Professional Learning Experience Agreement (*if applies*).
- Review and sign permission/liability forms as applies.
- Encourage your son/daughter to turn in all forms and documents in a timely manner.

### The Work Site

- Train the student learner in equipment tasks, policies and procedure expectations prior to assuming responsibilities of the experience.
- State details of the experience in the Professional Learning Experience Agreement or similar document.
- Review and understand the evaluation process for the student worker with the opportunity for improvement if necessary.
- Recognize the need for open lines of communication with the school and coordinator (*who will ensure parents are informed*).

# Frequently Asked Questions about Professional Learning Experiences

Reference Sheet (*for the adult mentor*)

## What is the difference between a student learner and a student intern?

A student learner is the student taking part in a professional learning experience that is not directly linked to a worksite. Once a student makes the decision to take part in an internship, they become student interns.

## Will the student intern be able to handle the experience responsibilities?

Many students have had previous experiences, but some will be involved for the first time. Student learners bring enthusiasm for work, and the ability to learn and follow directions. The school coordinator will be able to tell you specifically about the characteristics and skills of the student learner. You will also have the opportunity to interview the student learner before he/she begins.

## What can you expect the student intern to do?

- Fulfill the responsibilities and tasks as stated in the Professional Learning Experience Plan and Professional Learning Experience Agreement while gaining important job skills.
- Listen to constructive feedback and learn from successes and challenges.
- Succeed through a combination of appropriate job tasks, support and flexibility on your part.

## What can I **NOT** expect from a student intern?

- Student interns are neither temp-workers nor regular paid adult employees. They will not know everything right away. They are students who are learning what it means to hold a job in this field and achieve tasks assigned.
- Focus on repetitive assignments for prolonged periods of time in isolation or without understanding why the work is important. . . . student intern experiences should include an introduction to all aspects of your industry so they learn the importance of their work.
- High-profile work that is critical may not be appropriate for the intern. By the end of the experience, the student interns may be ready for more difficult work, but he/she should not be set up for failure.
- There is a good chance everything will not be perfectly completed all the time. If he/she does need further direction to correct inaccuracies, provide the chance to learn from their mistakes through the completion of an improvement plan and then oversee the implementation of it to enhance skill development and learning from mistakes.

## How much experience will the student intern have?

This varies depending upon the student intern's background.

## How are student interns prepared for the workplace?

A student has been prepared by receiving technical skill training and demonstration of basic work preparation skills prior to the placement within the agency, business or industry.



# Application Level Activity Options

## Reference Sheet

The following list describes options that can provide a quality student learning experience. Experiences should be selected based upon the student's interest and time allotted (*semester vs. full year*) and be in place prior to the start of the school year, with the student learner on site or the in-house experience underway in a timely manner.

**NOTE:** *Students may have more than one activity as determined by pathway, career cluster and/or individual needs. These should be reflected in the Professional Learning Experience Plan.*

**CLINICALS:** A rotation of experiences through all aspects of an industry. Within the health sciences area, this would include experiences from each of the five pathways.

**COMMUNITY-BASED EXPERIENCE:** A learning experience that is a combination of academic work with service and social action where students apply their academic knowledge and technical skills by working with an established community group (*may be profit or non-profit*) to meet a pre-determined community need and assist with the implementation and evaluation of the plan which is directed by the community entity.

**INTERNSHIP:** A supervised work-based learning experience that links a learner with an employer for a planned set of activities often designed to give the learner a broad overview of a business or occupational field (*short or long-term; paid or unpaid*).

**JOB SHADOWING:** A temporary, unpaid exposure to the workplace in a career field of interest to the learner and relative to the classroom instruction. It is limited in that it only allows learners to observe. Direct work experience, responsibility, and skills are not acquired (*however at the application level, it can be used to expand knowledge about an aspect of the industry which might not be possible otherwise*).

**NOTE:** *This option is only allowed at the application level if it is in conjunction with other skill application experiences to achieve the "all aspect" experience.*

**SCHOOL-BASED EXPERIENCE:** A training opportunity for learners to participate in "live work" in their chosen cluster/pathway within the classroom or lab setting. The activities follow industry procedures and processes and provide students with experiences in all aspects of the business/industry

**SCHOOL-TO-REGISTERED APPRENTICESHIPS:** A training opportunity available to the grade 11 and 12 student learners that is sponsored by employers, associations and/or labor management that connects knowledge and skills acquired in a KSDE-approved secondary Career and Technical Education (CTE) pathway to an employer's Registered Apprenticeship (RA) training. This apprenticeship bridges high school youth and CTE learning with highly specialized, on-the-job learning and career pursuits.

**SUPERVISED AGRICULTURAL EXPERIENCE (SAE):** A planned, practical agricultural activity which supports skill and competency development, career success and application of skills to an agricultural setting.

**SUPERVISED ENTREPRENEURIAL EXPERIENCE:** Learner develops a business related to their career field using sound business concepts, procedures and strategies that support National Content Standards for Entrepreneurship education. Ideation and creativity are essential elements when developing the business plan.



## All Aspects of the Industry

### Reference Sheet

Students should gain experience and understanding of “all aspects of an industry” to learn how each interconnects to the other. This can be a challenge if the student learner is limited by age restrictions or lack of training. In these situations, a job shadow or placement with a team of employees from across departments may provide the introduction needed. Another use of this reference sheet is to identify experiences the student learner could be involved with by looking at the descriptions provided.

The nine aspects common to any industry or enterprise, which each student learner should be introduced to include: *(with descriptions)*

- 1. PLANNING** — How an organization plans *(including goals and objectives, type of ownership and how they assess their needs)*.
- 2. MANAGEMENT** — The structure and process used to accomplish goals, use equipment and facilities and organize staff.
- 3. FINANCE** — The accounting and financial decision-making process as well as the method of acquiring capital to operate and handle financial operations such as payroll.
- 4. TECHNICAL AND PRODUCTION SKILLS** — The academic and technical skills needed in the workforce to produce goods or provide services and the team attitude among all workers. There may be several levels of skills required and tasks performed.
- 5. UNDERLYING PRINCIPLES OF TECHNOLOGY** — The technological systems used in the workplace and the contributions of such toward the goods produced or services provided.
- 6. LABOR ISSUES** — The rights of the employees related to wages, benefits and working conditions, job descriptions and labor organizations recognized.
- 7. COMMUNITY ISSUES** — The impact of the community on the company and vice versa, community involvement and/or services provided by the company.
- 8. HEALTH, SAFETY AND ENVIRONMENT** — The practices and laws affecting the employee, the surrounding community and the environment.
- 9. PERSONAL WORK HABITS** — The employability skills workers are expected to possess such as positive attitude, appropriate personal appearance/fitness, readiness to work, respect for others and ability to follow direction.

Refer to the “*All Aspects of the Industry*” *Introduction Activity* (found under “*For the Student*” section) for interview question ideas for each aspect.

## Community-Based Experiences

(Human Services/Family and Consumer Sciences Connection)

### Reference Sheet

The community is a natural environment in which to provide students with meaningful work and authentic experiences. These experiences could serve a number of purposes as they relate to career and technical education and professional learning experiences. Commonly **Family and Consumer Sciences and Human Services** experiences fit here as the service component of community-based experiences aligns with the technical skills of these fields.

**COMMUNITY-BASED EXPERIENCES:** Community-based experiences should not be confused with service learning. **Service-Learning** is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The **community-based experiences** expand the service learning concept to include a look at the human service profession through observation and participation while providing a service to the community and/or addressing a community social issue.

Even though the student learner in a community-based experience is commonly not paid, they are able to observe, and work beside human services professionals who are in paid positions. Under the guidance of the adult mentor, students set learner goals and a plan of action to reach them just as the paid intern does. The goals may range from addressing a community issue and a plan of action to impact the need, to developing specific interpersonal skills within human service related professions.

Community-based experiences combine academic knowledge and technical skills, social action and service and may be with an established community group (*for profit or not-for-profit*). Student learners spend time with this group to assist in the development, implementation and/or evaluation of a plan to meet a community need. The student learner may serve as a leader in part of the process.

Examples of community-based experiences include Family, Career and Community competitive events (*such as Focus on Children, Interpersonal Communication or Chapter Service*) and service mentoring programs.

# Fair Labor Standards

## Reference Sheet

The following is taken from the Fair Labor Standards that govern the legal working hours for minors. For complete information go to: <http://www.dol.gov/elaws/esa/flsa/docs/hours.asp>

### Hours Restrictions

The age of the young worker typically determines which child labor rules apply. In particular, the age of the young worker determines how many hours in a day or week, or what hours in the day they may work. In addition to restrictions on hours, the Secretary of Labor has found that certain jobs are too hazardous for anyone under 16 years of age to perform. The section on **Prohibited Occupations** explains what jobs are considered hazardous for youth.

### Hours Restrictions: Non-agricultural Employees

- 14 years old is the minimum age for non-agricultural employment covered by the FLSA. The basic rules for when and where a youth may work are:
  - Youth **18 years or older** may perform any job, whether hazardous or not, for unlimited hours.
  - Youth **16 or 17** years old may perform any non-hazardous job for unlimited hours.
  - Youth **14 or 15** years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs. They cannot work:
    - More than 3 hours a day on school days, including Fridays;
    - More than 18 hours per week in school weeks;
    - More than 8 hours a day on non-school days;
    - More than 40 hours per week when school is not in session.

Also, 14- and 15-year-olds may not work before 7:00 a.m., nor after 7:00 p.m., except from June 1 through Labor Day, when their permissible hours are extended to 9:00 p.m. Under a special provision, youth 14 and 15 years old who are enrolled in an approved Work Experience and Career Exploration Program may be employed for up to 23 hours during school weeks and 3 hours on school days (*including during school hours*).

### Hours Restrictions: Agricultural Employees

The hours restrictions are the same for all youth, migrant children as well as local resident children.

- Once a young person turns **16 years old**, he or she can work on any day, for any number of hours and in any job in agriculture.
- A youth **14 or 15 years old** can work in agriculture, on any farm, but only during hours when school is not in session and only in non-hazardous jobs.
- If the youth is 12 or 13 years of age, he or she can only work in agriculture on a farm if a parent has given written permission, or a parent is working on the same farm. Again, the work can only be performed during hours when school is not in session and in non-hazardous jobs.
- If the youth is **younger than 12**, he or she can only work in agriculture on a farm if the farm is not required to pay the Federal minimum wage. Under the FLSA, "small" farms (*are exempt from the minimum wage requirements. "Small" farm means any farm that did not use more than 500 "man-days" of agricultural labor in any calendar quarter (3-month period) during the preceding calendar year. "Man-day" means any day during which an employee works at least one hour.* If the farm is "small," workers under 12 years of age can be employed in non-hazardous jobs, but only during hours when school is not in session, and only with a parent's permission.

## Health Science: Clinical Rotation Experiences

### Reference Sheet

**CLINICAL ROTATION EXPERIENCES** are the aspect of the curriculum in which learning occurs directly as a result of being immersed within the health care environment. These experiences comprise all of the formal and practical “real-life” learning experiences provided for learners to apply classroom knowledge, skills, and professional behaviors in the clinical environment. The experiences would be further described to include comprehensive care of patients/clients across the life span and related activities. The clinical rotation experiences generally occur at the technical and/or application level of the sequence of courses.

Learners participating in a clinical rotation experience should transition through at least one career from the Health Science Education career cluster. Each learner is evaluated on the application of health science education skills learned in the classroom setting as well as core knowledge and skills necessary for the workplace.

An evaluation instrument is provided by the Health Science Education instructor to the personnel in charge at the clinical rotation setting. A general practice when evaluating the learner’s performance during a clinical rotation experience is to develop a work agreement between the local district, learner, parents and employer. The work agreement specifies each party’s roles, responsibilities, outcomes and liabilities relative to the learner’s clinical rotation experience.

Another type of clinical experience that may occur at the introductory and/or technical level is job shadowing. Job Shadowing is a temporary, unpaid exposure to the workplace in a career field of interest to the learner and relative to the classroom instruction. It is a work experience option where students learn about an occupation by walking through the work day as a shadow to a competent worker in their respective field. Learners witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model learner behavior through examples and reinforce in the learner the link between classroom learning and real life work experiences.

## **School-based Experiences**

### Reference Sheet

A work environment recreation and/or related authentic experience created within the classroom are considered school-based experiences. These are usually led by the CTE instructor who provides the introduction and technical skill training, which provides the opportunity for extended learning application in high-demand, high-skill and/or high-wage careers. It must also include experiences in all aspects of the industry. School-based experiences may be an option if geographic location does not allow for a paid internship to be secured or if the school or a community entity has a need for the product/service without other options.

This is the most common type of experience-based learning for some Pathways and should include work that comes from the community and tasks assigned by the instructor. The work experience is “live” and does not include simulations. Payment for goods produced or services provided is allowed, but not required. In most cases the instructor is the “sponsor” and an experienced-based learning evaluation form is to be completed for each student. If equipment purchased with Carl D. Perkins funds are used, refer to allowances and limitations guidance concerning their use. Contact KSE for more information.

Examples of School-based experiences would include, but are not limited to, a construction class building a house, an automotive class repairing cars for community patrons, a web design class creating a website for a local business, a cabinetmaking class building cabinets for a school classroom, or a marketing class creating ad flyers for a local business.



## School-to-Registered Registered Apprenticeship

### Reference Sheet

The **School-to-Registered Apprenticeship (STRA) Initiative** connects high school students' knowledge and skills acquired in their school's KSDE-approved Career and Technical Education (CTE) program to an employer's registered apprenticeship training program. **STRA** programs are formal registered apprenticeships, allowing students to begin their chosen career pathway training while still in high school. As a high school student completing graduation requirements and taking CTE classes, an employed STRA student receives part-time, on-the-job training and wages as an apprentice with assistance of a recognized registered apprenticeship sponsor (*the employer*). Many registered apprenticeship sponsors also partner with Kansas community and technical colleges to provide the required related technical instruction for their training program. STRA offers an **exceptional opportunity for high school youth** to bridge high school and CTE learning with highly specialized, on-the-job learning within their personal career pursuits. Here are some reasons why a school to registered apprenticeship program might be a good choice for students:

**School-to-Registered Apprenticeship could prevent the need for overwhelming student loan debt.** For the STRA student, classroom instruction begins in high school and continues after high school graduation as a full-time business employee. Expenses for the related technical instruction are often paid for by the employer and delivered by community or technical colleges, on-line instruction, vendors and contractors or apprenticeship training centers at no or little cost to the student.

**School-to-Registered Apprenticeship permits under-18 year old participation.** Traditional registered apprenticeship programs require that applicants be a minimum of 18 years of age and possess a high school diploma. The STRA program allows high school students who are at least 16 years of age to participate (*with parental consent*).

**School-to-Registered Apprenticeship accelerates the attainment of necessary skills and training.** While in high school, STRA participants' work hours and related technical instruction apply toward program completion to further streamline the seamless transition between high school and the world of work.

**School-to-Registered Apprenticeship links hands on experiences with classroom instruction.** Registered apprenticeship programs are the only formal, nationally recognized technical education and training programs combining both classroom instruction and worksite training into one experience. A School-to-Registered Apprenticeship program allows students to begin acquiring on the job career and technical skills while still in high school.

To learn more and/or to sign up:

Contact Loretta Shelley at [lshelley@kansascommerce.com](mailto:lshelley@kansascommerce.com) to learn more **or** visit: [www.kansasapprenticeship.org/Pages/School-to-RegisteredApprenticeship.aspx](http://www.kansasapprenticeship.org/Pages/School-to-RegisteredApprenticeship.aspx)

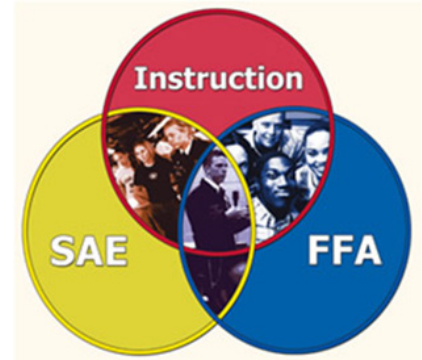


## Supervised Agriculture Experiences

### Reference Sheet

An agricultural education program is made up of three integrated parts: classroom instruction, FFA and a supervised agricultural experience (SAE).

The SAE is a required component of a total agricultural education program and intended for every student. Through their involvement in the SAE program, students are able to consider multiple careers and occupations, learn expected workplace behavior, develop specific skills within an industry, and are given opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment. Through these strategies, students learn how to apply what they are learning in the classroom as they prepare to transition into the world of college and career opportunities.



**OWNERSHIP/ENTREPRENEURSHIP** — The student plans, implements, operates and assumes financial risks in a productive or service activity or agriculture, food or natural resources-related business.

**PLACEMENT/INTERNSHIP** — Placement/Internship programs involve the placement of students in agriculture, food or natural resources-related businesses, on farms and ranches, in school laboratories, at community facilities, or in a verified non-profit organization to provide a "learning by doing" environment. These experiences may be paid or non-paid.

**RESEARCH** — As agriculture becomes more scientific, there is a need to conduct research to meet the needs of a growing world. There are three major kinds of research SAE programs: experimental, analytical and invention.

**EXPLORATORY** — This type of SAE is appropriate for all agriculture students. This SAE activity is designed primarily to help students become literate in agriculture and/or become aware of possible careers in the AFNR career cluster and results in the development of a plan to begin an SAE.

**SCHOOL-BASED ENTERPRISE** — This enterprise is a student-managed, entrepreneurial operation in a school setting that provides goods or services that meet the needs of an identified market.

**SERVICE-LEARNING** — Service-learning is a student-managed service activity where students are involved in the development of a needs assessment, planning the goals, objectives and budget, implementation of the activity, promotion, and evaluation/reflection of a chosen project. It may be for a school, a community organization, religious institution or non-profit organization. The student(s) responsible for raising necessary funds for the project (*if funds are needed*). A project must be a stand-alone project and not part of an ongoing chapter project, or community fundraiser.

Source: [www.ffa.org/about/supervised-agricultural-experiences](http://www.ffa.org/about/supervised-agricultural-experiences)

## Supervised Entrepreneurial Experiences

### Reference Sheet

Provides learners with the opportunity to own and operate a business of their choice. Learners will be expected to keep financial records for tax purposes and making business decisions related to their business. Alternately students can form a partnership with other learners to form a business that they would all share the responsibility and work; with supervision of an educator.

#### National Content Standards for Entrepreneurship Education Benchmarks:

1. **ENTREPRENEURIAL PROCESSES** — Understands concepts and processes associated with successful performance.
2. **ENTREPRENEURIAL TRAITS/BEHAVIORS** — Understands the personal traits/behaviors associated with successful entrepreneurial performances.
3. **BUSINESS FOUNDATIONS** — Understands fundamental business concepts that affect business decision making.
4. **COMMUNICATIONS AND INTERPERSONAL SKILLS** — Understands concepts, strategies, and systems needed to interact effectively with others.
5. **DIGITAL SKILLS** — Understands concepts and procedures needed for basic computer operations.
6. **ECONOMICS** — Understands the economic principles and concepts fundamental to Entrepreneurship/small business ownership.
7. **FINANCIAL LITERACY** — Understands personal money-management concepts, procedures, and strategies.
8. **PROFESSIONAL DEVELOPMENT** — Understands concepts and strategies needed for career exploration, development and growth.
9. **FINANCIAL MANAGEMENT** — Understands the financial concepts and tools used in making business decisions.
10. **HUMAN RESOURCE MANAGEMENT** — Understands the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate staff.
11. **INFORMATION MANAGEMENT** — Understands the concepts, systems, and tools needed to access, process, maintain, evaluate, and disseminate information for business decision-making.
12. **MARKETING MANAGEMENT** — Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives and create new products/service ideas.
13. **OPERATIONS MANAGEMENT** — Understands the processes and systems implemented to facilitate daily business operations.
14. **RISK MANAGEMENT** — Understands the concepts, strategies, and systems that businesses implement and enforce to minimize loss.
15. **STRATEGIC MANAGEMENT** — Understands the processes, strategies, and systems needed to guide the overall business organization.

For complete competencies see this website: [www.entre-ed.org/Standards\\_Toolkit/standards\\_detail.htm](http://www.entre-ed.org/Standards_Toolkit/standards_detail.htm)

**GUIDELINES** — This is a student led business opportunity with the student developing and implementing a business plan.

# Section II: Setting up a Professional Learning Experience

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This section includes references and sample documents for use setting up a professional learning experience regardless of work, community or school based.

Refer to the chapter section of this toolkit to learn more about the use of each of the items that follow.

Seven Guideline Checklist for Creating Quality Professional Learning Experiences	45
Professional Learning Experience Timeline	47
Working with Adult Mentors	48
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Parent/Legal Guardian Letter	50
Professional Learning Experience Agreement ( <i>P.L.E.A.</i> )	51
Professional Learning Experience Confidentiality Form	54
Professional Learning Experience Liability Agreement	55



# Seven Guideline Checklist for Creating Quality Professional Learning Experiences

## Reference Sheet

Review this checklist to ensure a quality professional learning experience is in place for student learners (*Refer to the Professional Learning Experience Toolkit “Chapter 4—Seven Guidelines for Creating Quality Professional Learning Experiences” for an explanation and more information.*)

### Guideline 1: Maximize Learning Checklist

- Make ties to classroom learning.
- Support academic standards
- Ensure the experience follows youth laws.
- Expose students to all aspects of the industry.
- Involve students in their own goal identification and learning plans.
- Assist students in developing measurable learning objectives.
- Provide opportunities for reflection and improvement.
- Create a method of documentation and measurement

### Guideline 2: Plan and Prepare Checklist

- Provide a thorough orientation for both students and workplace partners.
- Share expectations with all parties.
- Complete the Professional Learning Experience Agreement (*as applies*).
- Complete the Liability Agreement and Permission Forms (*as applies*).
- Determine and review procedure if the agreement is not followed.
- Review student goals and modify learning objectives (*as necessary*).
- Treat student learners as regular employees.
- Create an in-house alternative experience meeting class competencies if the Professional Learning Experience Agreement is discontinued.

### Guideline 3: Provide Effective Supervision Checklist

- Assist in developing worksite orientation for the student learner.
- Develop on-going evaluation forms and procedures.
- Share expectations for student feedback and intervention strategies.
- Offer training on how to mentor students.
- Assist with the coaching of students.

### Guideline 4: Promote Safety Checklist:

- Ensure workplace and tasks meet safety standards appropriate for the age and skill level of the student learner.
- Prepare students to be safe and health conscious (*including using common sense and caution*).
- Promote the worksite training to include legal, safety and health habits desired.
- Provide direction/intervention if an issue of safety arises.
- Ensure insurance allowances are in place.
- Obtain emergency forms from parents including notification information and care details.

**Guideline 5: Management of Hours a Student is at the Workplace Checklist:**

- Ensure worksite follows work hour laws.
- Instruct student learners in the basics of time management, recordkeeping and communication skills to minimize school/work conflicts.
- Provide sample forms for reporting school/work conflicts.
- Be willing to step in on behalf of the student learner if a violation is in question.
- Resolve attendance issues in a timely manner, involving the adult mentor if necessary.
- Be willing to step in on behalf of the worksite if the student learner is missing work or failing to communicate such in a timely manner.

**Guideline 6: Pay Checklist**

- Determine if pay is required for the experience, amount of pay and number of work hours and list on the Professional Learning Experience Agreement Form.
- Ensure no member of the regular workforce is displaced.
- Encourage payment of a fair and comparable wage in a timely manner, stepping in if a question of pay arises.
- Use a work log to record hours worked and tasks performed. Have the adult mentor document it by a signature of completion.

**Guideline 7: Provide Ongoing Support for the Struggling Student Checklist**

- Establish open lines of communication between all parties involved.
- Make regular visits to the workplace, noting work observed.
- Follow up workplace visits with student learner and/or adult mentor interviews.
- Provide resources for the adult mentor as requested.
- Create student learner improvement plans as necessary.
- Dissolve the Professional Learning Experience Agreement if necessary
- Provide similar in-house experience if the worksite placement is discontinued.
- Provide all parties with copies of the signed Professional Learning Experience Agreement (*as applies*).



# Professional Learning Experience Timeline

## Reference Sheet

Internships, regardless of work, community or school based, are experiences that require ongoing commitments from several people. The chart below briefly outlines the roles and responsibilities of those involved and the general timing for the activities.

COORDINATORS	STUDENTS	WORKPLACE PARTNERS AND ADULT MENTORS
<b>STAGE ONE:</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify interested and qualified students.</li> <li><input type="checkbox"/> Secure or assist in placement for students. If placement help is needed.</li> <li><input type="checkbox"/> Prepare all contracts and forms.</li> <li><input type="checkbox"/> Coordinate and implement orientation activities for students.</li> <li><input type="checkbox"/> Meet with students to clarify grading standards and review rubric.</li> <li><input type="checkbox"/> Collect signed Professional Learning Experience forms/documents.</li> <li><input type="checkbox"/> Determine a communication strategy for the internship.</li> <li><input type="checkbox"/> Prepare students to write learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply for internship program.</li> <li><input type="checkbox"/> If you need help finding an internship placement, let your school coordinator know.</li> <li><input type="checkbox"/> Let school coordinator know when you have secured a placement.</li> <li><input type="checkbox"/> Share all information with parents/legal guardians.</li> <li><input type="checkbox"/> Turn in all signed parent permission forms</li> <li><input type="checkbox"/> Draft a Professional Learning Experience Plan and other pre-internship assignments.</li> <li><input type="checkbox"/> Provide any contact information for your worksite mentor that you can to your school coordinator.</li> <li><input type="checkbox"/> Attend workplace orientation with your worksite mentor. Based on your interview, review your learning objectives and modify as needed. Obtain school coordinator approval.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Indicate interest in having an intern.</li> <li><input type="checkbox"/> Register internship and employment opportunities with the school coordinator</li> <li><input type="checkbox"/> Interview and select or “hire” student intern.</li> <li><input type="checkbox"/> Determine who will be the person working most closely with the student and the school coordinator. Inform other staff that a student intern will be at the workplace.</li> <li><input type="checkbox"/> Provide workplace orientation for student intern. Review informational packet proved to you by the coordinator.</li> <li><input type="checkbox"/> Consider opportunities for the student intern to develop workplace (SCANS) competencies and to get exposure to all aspects of your industry.</li> </ul>
<b>STAGE TWO:</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Support student intern learning objectives through classroom activities.</li> <li><input type="checkbox"/> Meet with student intern and worksite adult mentor at the workplace for an initial visit. Agree to a communication strategy. Finalize the Professional Learning Experience Plan, ensuring all aspects of the industry are included.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review learning objectives with your worksite adult mentor.</li> <li><input type="checkbox"/> Meet with your school coordinator and worksite adult mentor to finalize the Professional Learning Experience Plan as needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work with student intern to develop learning objectives.</li> <li><input type="checkbox"/> Be on the lookout for opportunities at the workplace that will support the student’s academic and workplace skill development. Ensure all aspects of the industry are introduced or experienced. Include in the Professional Learning Experience Plan.</li> <li><input type="checkbox"/> Meet with school coordinator and student intern to finalize Professional Learning Experience Plan.</li> </ul>
<b>STAGE THREE:</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate and implement concurrent learning activities at school. Support student interns in working toward identified learning objectives.</li> <li><input type="checkbox"/> Maintain ongoing communication with worksite adult mentor.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in ongoing reflection activities and skill building assignments.</li> <li><input type="checkbox"/> Reflect on the connection between what is learned at school and at the workplace.</li> <li><input type="checkbox"/> Work toward learning objectives. When you have mastered an objective, debrief with your worksite adult mentor.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections.</li> <li><input type="checkbox"/> Assist student intern in working toward learning objectives. When student interns master or complete an objective, debrief student. When students are struggling, develop an improvement plan with the coordinator.</li> </ul>
<b>STAGE FOUR:</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with worksite adult mentor and student intern to discuss and complete Professional Learning Experience Plan evaluation. Incorporate discussion of the student’s next step in this discussion.</li> <li><input type="checkbox"/> Provide classroom experiences that help students make the connection between this internship and post-secondary education.</li> <li><input type="checkbox"/> Meet with students to discuss evaluation and students’ overall grade.</li> <li><input type="checkbox"/> File appropriate documentation for future reference.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete self-evaluation and reflection activities. Meet with your worksite adult mentor and school coordinator to discuss your next steps.</li> <li><input type="checkbox"/> Complete and send a thank-you letter to your worksite adult mentor. Update resume based on new skills and experiences gained.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with coordinator and student intern to complete final evaluation. Make the connection to the student intern’s next step.</li> <li><input type="checkbox"/> Complete program evaluation and send to school coordinator to support continuous improvement efforts.</li> </ul>

# Working with Adult Mentors

## Reference Sheet

School coordinators can refer to this list of tips to assist in working with adult mentors.

- Provide orientation for adult mentors to clarify expectations, review roles and responsibilities, review evaluation documents and introduce what student interns can and can't do.
- Understand adult mentors do not follow school schedules.
- Be mindful of the adult mentor's time constraints. Call well in advance to make appointments... and keep them.
- Get to know when the adult mentor is available for contacts, and when he/she isn't...and respect it.
- Set up the next meeting before ending the present one.
- Determine the purpose of the meeting (*objectives*) ahead of time and share that with the adult mentor before you meet.
- Keep the meetings short and get right to the point.
- Do not stop meetings to answer texts or phone calls...turn cell phone off or leave in the vehicle so you aren't distracted.
- Deliver new information in person.
- Allow plenty of time for discussion of the new information.
- Don't overwhelm them with paper...refer to the reference sheets in this toolkit and share only those that affect them and their work as adult mentors.
- Ask returning adult mentors to provide orientation for new mentors if possible.
- Establish open lines of communication and encourage two-way contact...share contact information.
- Obtain update on student intern progress on a consistent basis...don't wait for there to be a problem.
- Observe your student interns involved in the experience in a consistent manner using the rubric provided. Discuss results and/or interview adult mentor to see if observations are a true reflection of work performed.
- When determining placements for near internships, take advantage of teacher externships at that location to experience the location first-hand.

(See "Common Questions" under "For the School Coordinator" for more information.)

## Adult Mentor/Work Site Letter

*(School letterhead suggested.)*

Dear *(Employer, Adult Mentor, Supervisor, Actual name)*

Thank you for agreeing to provide a Professional Learning Experience opportunity for *(insert child name)*. This opportunity is designed for learners to participate in authentic experiences related to their career interests. I have included a "Roles and Responsibilities Reference Sheet" for your review. This will share what expectations you are being asked to assume as well as indicate the support systems in place to create a quality experience as student learners pursue their career interests and apply technical skills. We trust this experience will be beneficial for both you and the learner.

If you have any questions, please feel free to contact me at school. We look forward to working with you as a partner of the Professional Learning Experience. Thank you for your support of our program.

Sincerely,

*(Instructor), Coordinator*  
*(Title)*  
*(Address)*  
*(Phone number, Extension)*  
*(E-mail Address)*

*Enc. Role and Responsibilities Reference Sheet*

## Parent/Legal Guardian Letter

This is written for internship or community-based experiences modify for in-school.

*(School letterhead suggested.)*

Dear *(insert parent/guardian name)*,

This letter is to share an opportunity *(insert child name)* has voiced interest in participating in which requires them to leave the school to expand their experiences with their selected career of choice.

This opportunity is entitled “Professional Learning Experience” and is designed to allow student learners authentic experiences related to their career interests and secondary-level technical training. Enclosed you will find a “Roles and Responsibilities Reference Sheet” for your review. This will share what expectations you and your son/daughter are being asked to assume as well as indicate the support systems in place to create a quality experience. A Professional Learning Experience Plan has been developed by your son/daughter and is enclosed. The Professional Learning Experience Agreement is also included which requires parent signatures. Please review both and feel free to contact me at school with questions.

I look forward to working with your son/daughter in this learning opportunity. Thank you.

Sincerely,

*(Instructor), Coordinator*  
*(Title)*  
*(Address)*  
*(Phone number, Extension)*  
*(E-mail Address)*

*Enc. Roles and Responsibilities Reference Sheet; Professional Learning Experiences Agreement (PLEA)*

# Professional Learning Experience Agreement (P.L.E.A.)

(Completed with student input.)

Learner's Name: \_\_\_\_\_ Pathway: \_\_\_\_\_

Address: \_\_\_\_\_ Parent Name: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Experience Location: \_\_\_\_\_

Adult Mentor: \_\_\_\_\_

Contact Information: \_\_\_\_\_

**Professional Learning Experiences** are based upon the student learner's career interest and partners the learner with the school, community, business and/or worksite. It provides career work opportunities above and beyond the classroom; it will provide instruction or introduction to all aspects of the industry.

Because of the independent nature of this class, participating student learners and their parents are asked to sign this contract of agreement by initialing each point below. Adult mentors and school coordinators are also asked to sign to show support of an agreement to fulfill their responsibilities. Questions regarding the expectations and requirements for successful completion of the Professional Learning Experience should be directed to the identified school coordinator (*insert teacher name*).

## STUDENT LEARNER AGREEMENT:

I will: (*check to show agreement*)

- \_\_\_\_\_ 1. Abide by all school, employer and coordinator policies, including being on-time, following directions, and follow through on preparation and work/experience assignments.
- \_\_\_\_\_ 2. Arrange for transportation to and from my experience. (*Must have parental permission form signed.*)
- \_\_\_\_\_ 3. Carry out my experience in such a manner as to reflect positively upon the school and myself.
- \_\_\_\_\_ 4. Complete the "Professional Learning Experience Work Log Record" and submit by deadline(s).
- \_\_\_\_\_ 5. Understand that any performance rating by the coordinator, along with other measures, will be used to determine my grade.
- \_\_\_\_\_ 6. Agree that all matters of business are confidential and must be held in the strictest confidence.
- \_\_\_\_\_ 7. Agree to observe worksite rules of conduct, personal appearance and dress code.
- \_\_\_\_\_ 8. Avoid conducting personal business at the training site. This includes personal telephone calls, texts and having visitors.
- \_\_\_\_\_ 9. Understand that the school coordinator will consult with my adult mentor about school and worksite absences and my ability to follow the two week notification for conflicts and calling in before 10:30 am if absent.
- \_\_\_\_\_ 10. Agree that I am required to attend all meetings, as well as maintain all required documentation.
- \_\_\_\_\_ 11. Maintain 95% worksite attendance per quarter and failing to meet the minimum requirement, I may be placed on probationary status or terminated from Professional Learning Experience.

- \_\_\_\_\_ 12. Agree that if for any reason I am suspended from school, I will not be permitted to attend the Professional Learning Experience during the time of suspension.
- \_\_\_\_\_ 13. Agree to maintain average or above average grades in all my classes.

Learner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**PARENTAL/GUARDIAN AGREEMENT:**

I will:

- \_\_\_\_\_ 1. Read and understand the student learner responsibilities.
- \_\_\_\_\_ 2. Assist the student learner in providing transportation to and from the Professional Learning Experience with adequate automobile insurance.
- \_\_\_\_\_ 3. Support student learner expectations as listed in the above Student Learner Agreement section.

Parent/Legal Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**SCHOOL COORDINATOR AGREEMENT:**

I will:

- \_\_\_\_\_ 1. Provide instruction to the student learner which includes expectations, evaluation procedure and documents used and grading process.
- \_\_\_\_\_ 2. Assist student learner in the development of the Professional Learning Experience Plan (*if applies*).
- \_\_\_\_\_ 3. Assist student learner in the review of the Professional Learning Experience Agreement. (*this document*)
- \_\_\_\_\_ 4. Establish open lines of communication between all entities.
- \_\_\_\_\_ 5. Ensure safety of student learner when taking part in the planned experience through documentation of equipment training and insurance coverage while moving to, from and during the Professional Learning Experience period.
- \_\_\_\_\_ 6. Oversee compliance of agreement by all entities.
- \_\_\_\_\_ 7. Notify the student learner's parents/guardian of progress.

School Coordinator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_



**TRAINING SITE AGREEMENT:***(Under direction of worksite supervisor/adult mentor)*

I will:

- \_\_\_\_\_ 1. Provide adequate orientation before the student learner begins responsibilities assigned.
- \_\_\_\_\_ 2. Ensure safety of learner at all times.
- \_\_\_\_\_ 3. Provide opportunities according the appropriate.
- \_\_\_\_\_ 4. Discuss the Professional Learning Experience Plan (*this form*) with the student, School coordinator.
- \_\_\_\_\_ 5. Follow the Professional Learning Experience Agreement (*if applies*) to ensure student learner opportunities.
- \_\_\_\_\_ 6. Evaluate student learner and offer direction to enhance development.

Traing Site/Adult Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

USD # \_\_\_\_\_ does not discriminate on the basis of race, color, national origin; sex or disability in is program or activity Professional Experience Employers agree to abide by the USD's non-discrimination statement.

## Professional Learning Experience Confidentiality Form

*(This form is provided as an example of an agreement concerning the confidential nature of some work related experiences, such as within Human Services or Education and Training.)*

Date: \_\_\_\_\_

I, (*insert student name*), a participant in the Professional Learning Experiences at (*insert school name*), acknowledge that I have been informed that I may come into contact with privileged information while at the experience site.

I hereby understand and promise that I will not divulge any privileged or confidential information to anyone including friends, classmates and relatives.

If I break this promise, I will be subject to disciplinary action, including termination of my participation in the experience and will be responsible for damages arising from any irresponsible actions on my part.

Student Learner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Legal Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Worksite Adult Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Professional Learning Experience Liability Agreement

(PLEASE EDIT AND/OR USE LOCAL FORMS TO INDICATE LIABILITY AGREEMENT AS APPLICABLE. It is recommended however an agreement of this type is in place.)

THIS AGREEMENT is made and entered into this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_

by \_\_\_\_\_ (experience site) and \_\_\_\_\_ (school and/or district).

WHEREAS, the parties desire to establish and implement the experience/work based learning experience;

NOW, THEREFORE, it is mutually agreed as follows:

1. Experience/work site will provide occupational and training experience as described in the Professional Learning Experience Agreement. The school will provide coordination and support for the students involved in this agreement. The school coordinator will meet and confer with the adult mentor who represents the experience location during the hours as arranged to respond to requests from them as they work with student learners/interns. Duties will include, but not limited to, evaluation, observation and counseling of the student.
2. The experience/work site will advise the school coordinator the skills that student learners will be expected to have prior to participation in the experience. The experience/work site agrees to instruct student learners/interns with training on safety precautions and regulations related to the activities they will perform. Student learners/interns will abide by all rules and regulations of the school and the experience/work site which includes conduct and general appearance and basic expectations such as coming to work on time, staying on task, completing work assigned and getting along with fellow workers.
3. The experience/work site will provide the learning situation, instructional materials and equipment necessary to provide a quality learning experience.
4. In the event of injury or accident, the experience/work site will provide immediate emergency care based upon humanitarian considerations and will promptly report the incident to the school, which will immediately contact parents and complete school accident report forms just as if the incident had occurred on school property. Student learners/interns will be covered by district liability insurance while at the experience/work site if they are not paid by the experience/work site.
5. The district/school agrees to indemnify and hold harmless the experience/work site, its officers, agents and employees from any and all claims and losses resulting from district/school performance of this agreement. The experience/work site agrees to indemnify and hold harmless the district/school from any and all claims and losses resulting from the experience/work site's performance of this agreement.
6. The parties agree to comply with all laws, ordinances and regulations of governmental bodies applicable to the professional learning experience which includes age restrictions to hours worked and task limitations.
7. The parties agree to cooperate in evaluation of the experience and the student learners/interns enrolled in the experience.
8. The experience/work site and the school/district agree to instruct all students enrolled in the experience with respect to the confidential nature of all records and information.
9. If student learner/interns and/or the experience/work site fail to follow this agreement, either party may request an improvement plan. All parties will follow the improvement plan to regain the quality status of the experience.
10. The terms of this agreement are effective from \_\_\_\_\_ (beginning date) to \_\_\_\_\_ (ending date). Additional dates and times may be contained in the attachment(s). Either party may cancel this agreement if the agreement is not followed as stated above and will take effect upon receiving written notice given at least three (3) days prior to the stated cancellation date. This agreement may be amended by written mutual agreement of the parties.

Signatures of agreement:

Student Learner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Legal Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Worksite Adult Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Section III: Student Intern

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This section includes references and sample documents for use with students taking part in the professional learning experience regardless of work, community or school based.

Refer to the chapter section of this toolkit to learn more about the use of each of the items that follow.

Student Pre-Experience Survey	59
All Aspects of an Industry	60
Orientation to the Workplace	61
Writing Measurable Learning Objectives	63
Professional Learning Experience Plan ( <i>P.L.E.P.</i> )	65
Student Learner/Intern Contact Script	67



## Student Pre-Experience Survey

Complete this pre-professional learning experience survey to identify what will be included in the experience to help you become career ready.

1. What technical skills would you like to acquire or improve during this experience?
2. What interpersonal skills would you like to improve or learn more about during this experience?
3. What career areas would you like to learn more about during this experience?
4. How do your areas of interest relate to your long-term career goals?
5. What skills or traits do you see having as weaknesses?
6. What are your plans for improving this weakness?



# All Aspects of an Industry

## Introduction Activity

Nine aspects exist within industry that are common to any enterprise, industry or business. As a student in a career and technical education program, you can gain a better understanding of business and industry if you are introduced to all nice aspects and where a professional learning experience fits within it. This information can be obtained through interviews at the workplace, observation during job shadows or researched through electronic means. It can also provide examples of experiences you, the student learner, could be involved within each aspect.

### Planning:

- Does the organization have a strategic plan (*long/short-term*)?
- What's in a strategic plan and why should a business have one?
- Who leads the plan?
- What should an organization consider when developing a strategic plan?

### Management:

- Does this organization have a mission statement? If so, what is it?
- What is the management structure of the organization?
- What are the departments? What are their functions?
- How do the different departments impact each other?
- What new occupations might I be introduced to?
- Where can I go to learn more about this workplace?

### Finance:

- How does the organization acquire capital (*money*) to operate?
- Why is accounting and budgeting important to this organization?
- What paycheck deductions are included or optional? Why would employees have them?
- What benefits do employees receive besides a paycheck?

### Technical and Production Skills:

- What basic skills are needed (*such as reading, writing, speaking, listening, science and math*) to do the work at this organization?
- How could the technical skills I learn in my high school career pathway be used with this organization?
- What technical, academic, employability skills do I need to have to get a good job?
- What does it mean to be a team member in this organization?
- Does a person need to be able to manage time effectively? Why?
- How much education or training do I need after high school to get the job I want?

### Underlying Principles of Technology:

- What technology is used in the workplace?
- Do people have to continuously upgrade their technology skills? Who pays for additional training?
- Does the organization require cross-training (*learning more than one job*)?

### Labor issues:

- What do people do all day on the job?
- Are there written job descriptions? Why would that be important at this organization?
- Is there an organized labor organization or professional association for this line of work?
- Why is cultural sensitivity important in the workplace?
- How are learning/training and earnings/benefits connected?

### Community Issues:

- Does the organization participate in community projects?
- How does the organization maintain a good public image?

### Health, Safety and Environment:

- Are there federal regulations that apply to this organization?
- Are there job-specific health threats? What are they and how can injury be avoided?
- Is there basic safety training before working at this organization? If so, what does it involve?

### Personal Work Habits:

- Is quality of work emphasized?
- What are the expectations regarding attitude, appearance, wellness and fitness?
- How is all work important to this organization?

# Orientation to the Workplace

Student Learner: \_\_\_\_\_ Date: \_\_\_\_\_

Worksite: \_\_\_\_\_ Supervisor/Adult Mentor: \_\_\_\_\_

**DIRECTIONS:** Refer to this checklist to ensure you, the student learner, obtains information and/or training concerning the following factors. Check each as it is completed. The completed form (*or copy*) can be a part of your work portfolio or school records.

## WORKPLACE ORIENTATION CHECKLIST:

1. Given copies of printed materials regarding workplace issues.

2. Learn the worksite's history

3. Identify the worksite's product line(s) or services provided.

4. Learn worksite policies and procedures regarding:

a. Hours of operation/work

b. Overtime policies

c. Pay periods

d. Vacation policy

e. Holiday policy

f. Appropriate dress and grooming

g. Safety rules

h. Emergency procedures

i. Procedures for absence

j. Parking

k. Procedures for arrival

l. Procedures for departure

m. Policies about use of company telephone/cell phone

5. Learn facility layout

a. Work areas

b. Restrooms

c. Break policies and rooms/lounges

d. Employee parking

e. Other

6. Learn about student learner intern benefits such as:

a. Discounts

b. Educational assistance, scholarships, grants

c. References, referrals, internships and jobs

**DEPARTMENT ORIENTATION CHECKLIST:**

- 7. Understand the relationship of the department the intern is working to the entire company
- 8. Learn specific departmental rules including:
  - a. Lunch periods/breaks
  - b. Work schedules
  - c. Days off
  - d. Presence of food at work station
  - e. Other
- 9. Introduction to co-worker(s)
- 10. Explain intern job responsibilities in relationship to co-worker(s)

**INTERNSHIP JOB ORIENTATION CHECKLIST:**

- 11. Show student-learner his/her work station, personal storage area/locker
- 12. Describe student-learner’s job responsibilities, tasks, performance evaluations, internship expectations
- 13. Explain where and how to acquire supplies/tools/etc.
- 14. Explain safety procedures, equipment training
- 15. Parking procedure, sign in/out protocol, cell phone use, use of social media
- 16. Explain the importance of the student-learner’s responsibilities to the organization

Comments or additional experiences:

**Signatures to note completion of orientation:**

---

Worksite Supervisor-Adult Mentor

---

Date

---

Student-Learner/Intern

---

Date

---

Teacher-Coordinator

---

Date

# Writing Measurable Learning Objectives

## Reference Sheet *(for the student intern)*

A measurable learning objective is a statement that clearly and precisely describes what it is you, the student learner intends to accomplish during the professional learning experience and how success will be measured. Each learning objective involves new learning, expanded growth and/or how to address a weakness if used for improvement plans. Measurable learning objectives promote the best experience due to the requirement to think about the experience and what will be learned. This will be included in the Professional Learning Experience Plan (PLEP)

When writing learning objectives, you should:

- Review your interest and skill development needs;
- Interview the adult mentor about the learning opportunities and the needs at the experience;
- Refine the learning objectives with the adult mentor(s);
- Meet with both the school coordinator and adult mentor within the first few weeks of the experience to modify any objectives and create the final Professional Learning Experience Plan if not completed already.

### **Types of Learning Objectives (with examples):**

**ACADEMIC ENRICHMENT OBJECTIVES**—This type of objective allows you, the student intern, to identify opportunities to see the connection between academic knowledge (*CTE and/or traditional academic topics*) and careers in a workplace setting

**Example 1:** I will relate how Algebra is used to the construction career area by writing a technical manual for building a doghouse.

**Example 2:** I will create a two page report to accurately describe how marketing strategies are used to stock shelves at my internship location by November 10<sup>th</sup>.

**CAREER EXPLORATION OBJECTIVES**—This type of objective allows you, the student learner to fully explore career options within a career cluster through a variety of experiences, which may include a change of location.

**Example 1:** I will interview three programmers about their jobs; write a five paragraph reflection paper on the suitability of a programming career for me by referring to my interest surveys and skill assessment results.

**Example 2:** I will visit four child care centers to compare/contrast their physical set up, ownership and care philosophy to determine the best location of my internship.

**AWARENESS OF “ALL ASPECTS OF AN INDUSTRY” OBJECTIVE**—This type of objective allows you, the student learner the opportunity to see how one career/occupation has impact on the other eight aspects and ultimately the importance of doing responsible and quality work.

**Example 1:** I will explore all aspects of the banking industry through three week rotational internships and job shadows and I will write a two-page reflection paper describing each aspect and the work I did impacts the other departments.

**Example 2:** I will use the “All Aspects of an Industry” Introduction Activity to interview and/or observe the work within the healthcare industry at the local medical center spending a minimum of one day at each aspect level.

**SKILL DEVELOPMENT OBJECTIVES**—This type of objective allows you, the student learner the opportunity to gain experience within a career cluster including interactions with identified groups, involvement in specific activities and/or completion of tasks as well as others.

**Example 1:** I will make verbal reports about community service opportunities to the production staff at monthly meeting.

**Example 2:** I will field questions with correct answers and without showing nervousness in my exit interview before May 23<sup>rd</sup>.

### **Process for Developing Learning Objectives:**

It may be most beneficial for you, the student learner to make an on-site visitation and interview their adult mentor to ask about the experiences available and work opportunities possible. The adult mentor may assist the student learner in determining objectives as can the school coordinator. Draft learning objectives before the internship or learning experience begins, however these should be finalized within the first two weeks of the professional learning experience start.

### **Improvement Plans/ Professional Learning Experience Plan Dissolution:**

If you are having difficulty being successful, it may be appropriate to establish a new Professional Learning Experience Plan. The same form could be used, with new learning objectives set to address the areas that need improvements, the assistance provided by the school coordinator and/or adult mentor identified, and a timeline for improvement. Once the improvements are made, the original Professional Learning Experience Plan can be reestablished. In the event a professional learning experience needs to be dissolved, one or both the school and workplace/experience site can initiate the need, however it is best for the student to do this after an improvement plan implementation has been tried.

If the Professional Learning Experience Plan is dissolved, you will continue the educational process within an alternative setting, such as in the classroom under the direction of the classroom teacher/school coordinator. The Professional Learning Experience Plan learning objectives are expected to be met, but will probably require modification.

## Professional Learning Experience Plan (P.L.E.P.)

Experiential learning is learning in which the learner experiences an authentic connection to the subject matter. Quality experiences combines activities meaningful to the learner with guided reflection and analysis under a school coordinator and an adult mentor linked to the experience. It is a challenging, active, learner-centered process that expects learners to take initiative, assume responsibility, and practice sound decision making.

### Professional Experience Opportunities: (check experience option)

- School-based Experience** – A training opportunity for learners to participate in “live work” in their chosen cluster/pathway within the classroom or lab setting. The activities follow industry procedures and processes and provide students with experiences in all aspects of the business/industry.
- Internships** – A supervised work-based learning experience that links a learner with an employer for a planned set of activities often designed to give the learner a broad overview of a business or occupational field (*short or long-term; paid or unpaid*).
- Health Science Clinical Rotations** – A rotation of experiences through all aspects of an industry. Within the health sciences area, this would include experiences from each of the five pathways.
- School to Registered Apprenticeship** – A training opportunity available to the grade 11 and 12 student learners that is sponsored by employers, associations and/or labor management that connects knowledge and skills acquired in a KSDE-approved secondary Career and Technical Education (CTE) pathway to an employer’s Registered Apprenticeship (RA) training. This apprenticeship bridges high school youth and CTE learning with highly specialized, on-the-job learning and career pursuits.
- Supervised Entrepreneurial Experience** – Learner develops a business related to their career field using sound business concepts, procedures and strategies that support National Content Standards for Entrepreneurship education. Ideation and creativity are essential elements when developing the business plan.
- Community-based Experience**— A learning experience that is a combination of academic work with service and social action where students apply their academic knowledge and technical skills by working with an established community group (*may be profit or non-profit*) to meet a pre-determined community need and assist with the implementation and evaluation of the plan which is directed by the community entity. A Community-based Experience is planned by an outside group, however, the student learner serves as a leader in part of the process or procedure. This is very commonly found in Family and Consumer Sciences/ Human Services.
- Job Shadowing** – A temporary, unpaid exposure to the workplace in a career field of interest to the learner and relative to the classroom instruction. It is limited in that it only allows learners to observe. Direct work experience, responsibility, and skills are not acquired.
- Other:** Explain professional experience: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Student Learner Name: \_\_\_\_\_ Grade: 11 12 Date: \_\_\_\_\_

Professional Learning Experience Location/Job Title: \_\_\_\_\_

Coordinator: \_\_\_\_\_ Contact information: \_\_\_\_\_

Adult Mentor: \_\_\_\_\_ Contact information: \_\_\_\_\_

**Measurable Learning outcomes:** (*Minimum*) Identify 5 outcomes directly linked to the Professional Learning Experience:

1. \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_

- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_

**Activities:** What will the learner do to achieve the outcomes listed? Identify one for each of the above.

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_

**Evaluation:** How and when will the outcomes be measured: (*i.e. documents to be used, rubric score minimum, adult mentor evaluation*)

**Signatures of Approval:**

Student Learner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Legal Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Worksite Adult Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Student Learner/Intern Contact Script

As a student intern, you can use the guidelines and format below when making phone calls to set up job site visits, professional learning experiences and/or on-site visitations.

Name of Business/Non-profit/Community Group: \_\_\_\_\_

Name of Contact: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Title of Contact: \_\_\_\_\_

### To ask for an experience with their entity:

1. **Call and keep calling back until you make a real live contact.** Never leave a message for them to call you back. (*Identify who you are, what school you are from and tell them that you are calling to ask about a professional learning experience with them.*)  
*"Hi, my name is \_\_\_\_\_, a student at \_\_\_\_\_. I am calling you to ask if you would consider allowing me to become a student intern with your company/group/etc."*
2. Follow their lead...if they need more information share it with them, or share that you will get back to them after you ask your school coordinator (*share his/her name*). Be prepared to share information about the career interests you have and why you have picked them...research them on the web so you know about them and what they do.  
*"I am interested in the \_\_\_\_\_ (career cluster) field and hope to become a \_\_\_\_\_ one day. I have selected your (company/business/group) because \_\_\_\_\_ and hope I can gain experience from you and your employees."*
3. You may want to set up a visitation time to meet in person. If you do, be sure to dress appropriately, and follow communication etiquette (*turn cell phone off, do not chew gum, and offer to shake their hand...*)  
*"If possible, I would like to meet you in person. May I ask for a time to visit and introduce myself and learn more about your (company/business/group)?"*
- Have your calendar handy so you know exactly when you can and cannot meet at their location. This will show you pay attention to detail and are trustworthy.
4. Meet with your school coordinator to discuss what questions are appropriate, review general interview skills and appropriate dress.
5. Call a day or two ahead of the interview to verify it is still on. Be flexible if the initial date does not work for them...things may arise and cause your visit to be rescheduled.  
*"Hi, I am \_\_\_\_\_, from \_\_\_\_\_ and I am calling to confirm my visitation on \_\_\_\_\_ (date) at \_\_\_\_\_ (time) with \_\_\_\_\_ (person you will meet). I look forward to meeting you in person and learning more about \_\_\_\_\_ (name of company/business/group). Thank you."*
6. Arrange for transportation and driving route. Arrive 5-10 minutes early to make a good first impression. Practice the same skills as during an interview (i.e. eye contact, be prepared to ask them questions, be polite to those you meet, be patient if something comes up and they need to go away for a bit.
7. Share the outcome of your visitation with your school coordinator. If you had a series of questions you were to ask and answer, review those as well.



# Section IV: Monitoring and Evaluation of a Professional Learning Experience

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This section includes references and sample documents for use to monitor and evaluate the professional learning experience regardless of work, community or school based.

Refer to the chapter section of this toolkit to learn more about the use of each of the items that follow.

Professional Learning Experience Reflection Activities/Questions	71
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## Professional Learning Experience Reflection Activities/Questions

At the conclusion of the experience, it is beneficial to the student to have an opportunity to review what took place for the following reasons:

- Helps the student to make personal connections to their experiences;
- Guides the learning process and deepens/extends the learning that took place;
- Causes the student to internalize the skills they used (*i.e. technical and 21<sup>st</sup> century skills*);
- Helps the student to see the integration of academic and technical skills in authentic applications;
- Provide a tool for students to self-assess their academic and technical skills and areas of improvement;
- Promotes the need for, and completion of post-secondary training

This list offers examples of activities/questions that can be used. Adding questions directly related to the sponsoring school and/or location of experience is suggested.

- A. Exit Portfolio**—Ask the student intern to compile samples of their best work and ask them to self-assess their performance based upon it.
- B. Reflection Paper**—Ask the student intern to reflect on their learning experience, learning objectives and daily applications...did they perform at their best level? Did they achieve their objectives? What examples of daily application can they identify to support their answers?
- C. Journal**—Journals can provide a written record of experience details and how the student intern grew across the experience. The purpose of a journal and how it is to be used must be stated before it is used so the student-learner knows what is expected. Possible information recorded could include:
- a. Descriptions of the experience, research or other tasks completed;
  - b. Reflection on how these tasks directly or indirectly addressed their learning objectives;
  - c. Reflection on where else the student saw evidence/applications of the use of academic and/or technical skills;
  - d. Evaluation of their ability to tackle experience/work assigned and if they performed at their best;
  - e. Thoughts about the weaknesses or strengths they have;
  - f. Reflection on the 21<sup>st</sup> century skills they learned or enhanced in the experiences.
- D. PowerPoint**—Students can make a visual record through photos/short recordings (*with the experience site permission*) and create an end-of experience presentation. A time limit or slide limit may be applied to encourage editing and compiling of contents. Any of the above questions and/or information guidelines could be used for the content.

# Professional Learning Experience Rubric

(Student Learner Evaluation, Completed by School Coordinator)

Student Intern Name: \_\_\_\_\_

Professional Learning Experience placement name: \_\_\_\_\_

School Coordinator Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Professional Experience Rubric

REQUIRED COMPONENTS	A Grade (100-90 pts)	B Grade (89-80 pts)	C Grade (79-70 pts)	TOTAL
Professional Experience Plan: On time and Complete				
Professional Experience Contract: On time and Complete				
Learning Experience #1				
Learning Experience #2				
Learning Experience #3				
Learning Experience #4				
Learning Experience #5				
Learner Evaluation: On Time and Complete				
Portfolio/Notebook/Records				
Submitted On Time				
Neat, Professional, Grammatically Correct				
Formatted According to Identified Standards				
Cover Page				
Addresses Content with Specific Questions				
Includes Pictures/Photos				

# Professional Learning Experience Work Log Record

*(Required of all out-of-school PLE experiences to document school minutes for auditor)*

Student Learner: \_\_\_\_\_ Pathway Link: \_\_\_\_\_

Date: \_\_\_\_\_ Location of Experience: \_\_\_\_\_

Complete and return to the school coordinator to indicate the work completed during the professional learning experience at the times indicated by the school coordinator.

DATE	LOCATION	TIME	WORK COMPLETED

Additional Comments/Notes to School Coordinator/Suggested Improvements:

## ADULT MENTOR VERIFICATION STATEMENT:

I attest this work was performed and accurately recorded.

Adult Mentor: \_\_\_\_\_ Date: \_\_\_\_\_



## Work Evaluation Form

This form may be used when addressing student learn/worker strengths and weaknesses. The purpose of this form is to allow the student learner/intern to see how they are performing at the conclusion of the time frame determined by the school (*i.e. monthly, quarterly, each semester*). It is suggested the completer be the adult mentor or the adult who is working with the student learner directly. **The student learner who does not score well on this evaluation may need to complete an Improvement Plan Form to assist in improving their work skills.**

Student learner/intern: \_\_\_\_\_ Site: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_ Completed by: \_\_\_\_\_

WORKPLACE SKILLS:	Not Demonstrated	Improvement Needed	Adequate	Good	Exceptional
Writes accurately and appropriately for tasks assigned.					
Receives and responds appropriately to verbal and non-verbal messages.					
Chooses words and actions appropriate for the workplace.					
Learns, makes decisions and problem solves appropriate for tasks assigned.					
Is punctual, attends regularly.					
Reports absences in a timely manner if needing to be gone.					
Demonstrates appropriate appearance and actions at the workplace.					
Completes tasks independently and gets work done by deadlines.					
Can be trusted...demonstrates integrity.					
Works cooperatively with co-workers.					
Works well with clients/customers					
Accepting of constructive comments and tries to improve.					
Follows workplace rules and regulations, practicing safety and following procedures as trained.					
Comments:					

# Improvement Plan Form

## Introduction

Experiential learning is learning in which the learner experiences an authentic connection to the subject matter. Quality experiences combines activities meaningful to the learner with guided reflection and analysis under a school coordinator and an adult mentor linked to the experience. It is a challenging, active, learner-centered process that expects learners to take initiative, assume responsibility, and practice sound decision making. ***If the learner is not performing well, this form can be used to assist in encouraging improvement.***

**Improvement Plan Use**—Student learners may experience a lack of skill development to follow plans as created. This document can be used to generate learning objectives to offer direction for student improvement, with a timeframe determined and school coordinator/ adult mentor input. The improvement plan may be used in conjunction with the original Professional Learning Experience Plan, or as a substitute.

Student Learner Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Professional Learning Experience Location/Job Title: \_\_\_\_\_

Coordinator: \_\_\_\_\_ Contact information: \_\_\_\_\_

Adult Mentor: \_\_\_\_\_ Contact information: \_\_\_\_\_

**Measurable Learning Outcomes:** Identify concerns directly related to the lack of expectations.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Activities:** What will the learner do to achieve the outcomes listed? Identify a minimum one for each of the above.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

**Evaluation:** How and when will the outcomes be measured (*i.e. documents to be used, rubric score minimum, adult mentor evaluation*).

**Signatures of Approval:**

Student Learner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Legal Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Worksite Adult Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Improvement Plan Evaluation Rubric

This form may be used when addressing student learn/worker strengths and weaknesses. The purpose of this form is to indicate how the student learner/intern is performing at the conclusion of the improvement period. The student learner/intern who does not improve during the improvement time period may be removed from the experience/work site.

Student learner/intern: \_\_\_\_\_ Site: \_\_\_\_\_

Date of Improvement Plan Implementation: \_\_\_\_\_ Date of Reevaluation: \_\_\_\_\_

<b>WORKPLACE SKILLS:</b>	<b>Not Demonstrated</b>	<b>Improvement Needed</b>	<b>Adequate</b>	<b>Good</b>	<b>Exceptional</b>
Writes accurately and appropriately for tasks assigned.					
Receives and responds appropriately to verbal and non-verbal messages.					
Chooses words and actions appropriate for the workplace.					
Learns, makes decisions and problem solves appropriate for tasks assigned.					
Is punctual, attends regularly.					
Reports absences in a timely manner if needing to be gone.					
Demonstrates appropriate appearance and actions at the workplace.					
Completes tasks independently and gets work done by deadlines.					
Can be trusted...demonstrates integrity.					
Works well with clients and/or customers					
Accepting of constructive comments and tries to improve.					
Follows workplace rules and regulations, practicing safety and following procedures as trained.					

Comments:

## End-of-Professional Learning Experience

*(This evaluation is to be **completed by the worksite supervisor/adult mentor** at the conclusion of the learning experience regarding their personal experience to offer insight to needed improvements)*

### Professional Learning Experience Pathway Evaluation

Adult Mentor: \_\_\_\_\_ Date \_\_\_\_\_

Student Learner: \_\_\_\_\_

Did the Professional Experience meet your overall expectations?     Yes     No

If no, how would you improve the experience? \_\_\_\_\_

What did you gain by working with the student learner? \_\_\_\_\_

Was the student learner prepared for the experience?     Yes     No

If no, in what way was he/she not prepared? \_\_\_\_\_

Are you interested in working with a student learner in the future:     Yes     No

Would you recommend participation to your colleagues?     Yes     No

Are there specific individuals who are interested in becoming future adult mentors?

Name	Phone	E-mail	Industry Position

Do you believe the student learner benefited from the experience?     Yes     No

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## End-of-Professional Learning Experience

(This evaluation is to be **completed by the student learner/intern** at the conclusion of the learning experience regarding their personal experience to offer insight to needed improvements.)

### Professional Learning Experience Evaluation

Student Learner: \_\_\_\_\_ Date \_\_\_\_\_

Adult Mentor: \_\_\_\_\_

Did the Professional Experience meet your overall expectations?  Yes  No

If no, how would you improve the experience? \_\_\_\_\_

What did you gain by working with the adult mentor? \_\_\_\_\_

Do you feel the worksite prepared you for the experience?  Yes  No

If no, what areas needed additional preparation? \_\_\_\_\_

Would you recommend this experience to other students?  Yes  No

Are there other adults you would like to suggest for future adult mentors?

Name	Industry Position

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

