LINKED LEARNING®

Work-Based Learning in Linked Learning:

Definitions, Outcomes, and Quality Criteria

Field Review Draft

November 2012

Acknowledgments

Contents

Introduction

The primary purposes of this document, *Work-Based Learning in Linked Learning: Definitions, Outcomes, and Quality Criteria,* are to:

- Provide clarity for teachers, partners, and others implementing Linked Learning concerning the definition of high-quality, outcomes-driven work-based learning, which is one of four core components of the Linked Learning approach and part of the Learning and Teaching Framework for Linked Learning.

- Increase alignment among Linked Learning partners and technical assistance providers so that support for Linked Learning practitioners around work-based learning can be more coherent, co-ordinated, and effective.

We believe this document is a critical step in increasing both the quality and quantity of work-based learning in high schools and pathways utilizing the Linked Learning approach.
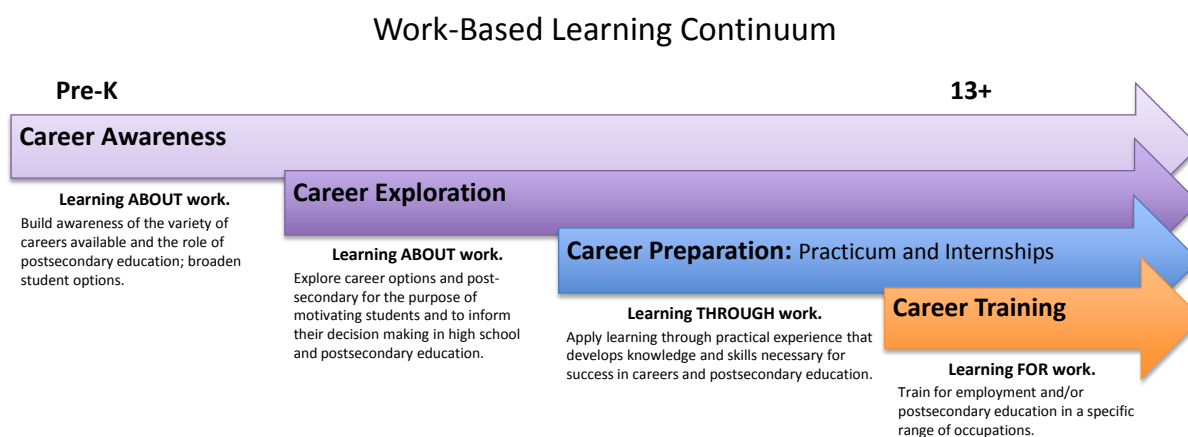
In June 2011, after extensive stakeholder engagement, the Linked Learning Alliance Work-Based Learning Subcommittee first published a field review document defining student-learning outcomes and criteria for high-quality implementation for one stage of the work-based learning continuum, Career Preparation: Practicum and Internships. The Linked Learning Leadership Council approved that Field Review document in April 2012. Ongoing feedback throughout 2011 and 2012 has informed the development of this document, which provides the Linked Learning field with definitions, outcomes, and quality criteria for all of the stages along the work-based learning continuum: Career Awareness, Career Exploration, Career Preparation (Practicum and Internships), and Career Training.

What Is Work-Based Learning?

Work-based learning is an instructional strategy that is essential in preparing all students for success in postsecondary education and careers and is a core component of the Linked Learning approach. The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interactions with industry or community professionals that are linked to school-based instruction. These learning experiences are intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone. The term "work-based" does not mean the experience must occur at a workplace or during the standard "work day."

A continuum of work-based learning experiences stretches from kindergarten into adulthood. Stated most simply, the stages of work-based learning can be described as:

- Learning ABOUT work.
- Learning THROUGH work.
- Learning FOR work.

Work-Based Learning Continuum

Pre-K   **13+**

Career Awareness

Learning ABOUT work.
Build awareness of the variety of careers available and the role of postsecondary education; broaden student options.

Career Exploration

Learning ABOUT work.
Explore career options and postsecondary for the purpose of motivating students and to inform their decision making in high school and postsecondary education.

Career Preparation: Practicum and Internships

Learning THROUGH work.
Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.

Career Training

Learning FOR work.
Train for employment and/or postsecondary education in a specific range of occupations.

Career Awareness and Exploration experiences support learning **ABOUT** work.

Career Preparation experiences support learning **THROUGH** work. In this document, Career Preparation has been further described to define both Practicum and Internship experiences that give the Linked Learning field a clear way to discuss and implement a broad range of high-quality experiences that support learning **THROUGH** work.

Career Training experiences support learning **FOR** work, namely preparation for a specific range of occupations.

Work-Based Learning Continuum Definitions	
Career Awareness	Students build awareness of the variety of careers available and begin identifying areas of interest.
Career Exploration	Students explore career options to provide motivation and inform decision-making.
Career Preparation	Students apply learning through practical experience and interaction with professionals from industry and the community in order to extend and deepen classroom work and support the development of college- and career-readiness knowledge and skills (higher-order thinking, academic skills, technical skills, and applied workplace skills).
Career Training	Students train for employment in a specific field and range of occupations.

NOTE: The term "work-based" does not mean the experience must occur at a workplace or during the standard "work day." Work-based learning always involves interaction with industry or community professionals who are not employed by the school and often takes place at a workplace. Work-based learning can also take place in the community or at school; be supported virtually via technology; or take place across a combination of all these settings. Experiences may occur during the school day, outside the school day, or at times school is not in session. Work-based learning experiences may also build upon jobs or activities that students have already arranged for themselves when students, educators, and partners adapt those experiences to achieve the outcomes and to meet the quality criteria for work-based learning.

Why Define Work-Based Learning in Terms of Student Outcomes and Quality Criteria?

In the Linked Learning approach, student learning outcomes are defined from graduation down through the grade levels and drive all learning experiences. As such, student learning outcomes drive all work-based learning.

If work-based learning experiences are to become a primary Linked Learning instructional strategy used to ensure that all students make progress toward specific learning outcomes, then more work-based learning experiences will need to be:

- Driven by student outcomes rather than activities.

- Designed according to quality criteria rather than driven by other factors such as schedule, availability of partners, and maximizing the numbers of students participating.

- Targeted toward all students rather than some students.

- Focused on college and career readiness rather than only career or job readiness.

- Integrated into the pathway program of study, connected to classroom learning, and embedded in multi-disciplinary projects rather than in a separate and extra program or activity.

- Sequenced and coordinated rather than ad hoc.

- Supported by a team of academic and career-technical teachers rather than only by career-technical teachers.

- Centered in a workplace or at school or supported by technology or a combination of these things rather than only located in a workplace.

Defining work-based learning in terms of student outcomes and quality criteria supports all of these changes in thinking and practice. Doing so further supports a shift away from treating work experience as an alternative for some students to embracing work-based learning as a viable and rigorous learning experience that <u>all</u> young people need to prepare for the future.

Work-based learning is an instructional strategy that is particularly well suited to supporting a specific subset of the college and career readiness outcomes desired for all students. This document clarifies the student learning outcomes associated with each of the four stages of work-based learning. These outcomes are supported by extensive research on college and career readiness cited at the end of the document and are aligned to the Linked Learning Learning and Teaching Framework developed by ConnectEd, Common Core State Standards, skills identified by the Partnership for 21st Century Skills, California Career and Technical Education standards, National Academy Foundation Dimensions of College and Career Readiness, and the ConnectEd College and Career Readiness Framework. This alignment helps educators integrate work-based learning experiences into a Linked Learning context that supports a complete range of college and career readiness outcomes for all students.

Definition of Career Awareness

Career Awareness experiences are those that help students build awareness of the variety of careers available and of the postsecondary education expected for these careers. Career Awareness experiences also broaden students' options by helping them become aware of opportunities available across a wide range of industry sectors that they might not otherwise have known or considered.

A single Career Awareness experience has the following defining characteristics:

- The experience contributes to the student's achievement of the Career Awareness outcomes.

- Industry or community partners from outside the school are present (actually or virtually) for what is typically a one-time experience and most often offered to students in groups.

- The experience is designed and shaped primarily by educators and partners to broaden the student's options by introducing the student to careers and occupations about which he/she may never otherwise have known.

- The experience calls explicit attention to the types of careers available, the people in them and what they do, and the postsecondary education associated with those careers.

- The student has the opportunity to reflect on what they have learned and begin to identify interests to focus further exploration.

Career Awareness experiences might include the following:

- Workplace tour
- Guest speaker
- Career fair
- Visit parents at work

Ideally Career Awareness experiences are intentionally provided at elementary and middle schools grades, may occur in 9th and 10th grades as needed, and also continue more informally throughout our lives. A quality Career Awareness program is coordinated and designed using many experiences to introduce young people to a range of careers and industry sectors in a sequenced way over the course of several years.

Student Learning Outcomes Supported by a Career Awareness Experience

Ideally, each Career Awareness experience is designed to support student progress toward all of these outcomes.

Student Learning Outcomes
As a result of the experience, the student…
Can give the definition and at least one example of how each of the following is used in the career field and/or occupations covered by the experience: • Collaboration and Teamwork • Communication • Creativity and Innovation • Critical Thinking and Problem Solving • Information Management • Initiative and Self-Management • Quantitative Reasoning • Technology • Workplace Context and Culture
Can articulate the type of postsecondary education and training required in the career field and its importance to success in that field.
Can give at least one example of accepted workplace norms such as dress, communication, and etiquette.

Criteria for Designing and Assessing the Quality of a Career Awareness Experience

Criteria	Characteristics
	The Career Awareness experience…
Purpose	Has as its primary purpose building awareness of the variety of careers available, understanding the postsecondary education related to them, and beginning to identify areas of career interest.
Outcomes	Is designed using the Career Awareness student learning outcomes.
Variety	Is part of a coordinated series of experiences intentionally designed to introduce a variety of occupations, career fields, and career paths.
Interaction	Provides the opportunity for the student to interact with professionals from industry and the community in what is typically a one-time or short-term experience.
Reflection	Engages the student in reflection to connect the experience back to the student learning outcomes; forward to secondary options, postsecondary options, and future work-based learning experiences; and to his/her own interests.
Assessment	Involves the student and teacher in assessing progress toward Career Awareness student learning outcomes.

Definition of Career Exploration

Career Exploration provides students with the opportunity to explore career options in a way that contributes to motivation for learning and informs students' decisions about further experiences and career and educational options. Compared to Career Awareness experiences, Career Exploration experiences are designed to enable students to learn about targeted careers more deeply, are more personalized to the student's interests, and give the student a more active role in selecting and shaping the experience.

A single Career Exploration experience has the following characteristics:

- The experience contributes to the achievement of the Career Exploration outcomes.

- The student has direct interaction (actual or virtual) with professionals from industry and the community in what is typically a one-time experience that provides opportunities for an individual student or very small groups of students to interact with partners.

- The experience is personalized to connect to emerging student interests and helps the student refine areas of interest and explore a variety careers and interests more deeply.

- The student takes an active role in selecting the experience and applies growing knowledge and awareness of careers to interact with partners, analyze information gained, and reflect upon, refine, or identify new interests.

- The experience contributes to the student's ability to make informed decisions at key transitions in his/her education and career including decisions about pathway selection in the transition from middle school to high school, decisions during high school about the selection of courses and other learning experiences, and decisions about postsecondary options.

- The experience contributes to preparing the student with the basic skills necessary for higher-intensity work-based learning experiences (Career Preparation and Career Training).

Career Exploration experiences might include the following:

- Informational interview
- Job shadow
- Virtual exchange with a partner

Ideally, Career Exploration experiences are intentionally provided in middle school to inform students' decisions about which high school or pathway to attend and are also provided in 9th and 10th grade to inform students' decisions about their high school experiences and postsecondary options. Career Exploration experiences continue more informally throughout high school, postsecondary education, and adulthood. A quality Career Exploration program is coordinated and designed using many experiences to provide students with the opportunity to explore and refine areas of interest and prepare for higher intensity Career Preparation experiences.

Student Learning Outcomes Supported by a Career Exploration Experience

Ideally, each Career Exploration experience is designed to support student progress toward all of these outcomes.

Student Learning Outcomes
As a result of the experience, the student…
Can cite examples that he/she demonstrated one or more of the following college and career readiness skills during the experience: • Collaboration and Teamwork • Communication • Creativity and Innovation • Critical Thinking and Problem Solving • Information Management • Initiative and Self-Management • Quantitative Reasoning • Technology • Workplace Context and Culture
Takes initiative; actively seeks out new knowledge and skills.
Can articulate the high school pathways and postsecondary education available and required by occupations in the career field and/or occupations explored and careers available in the student's community/region and beyond.
Can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations explored.
Can give at least two examples of accepted workplace norms such as dress, communication, and etiquette.

Criteria for Designing and Assessing the Quality of a Career Exploration Experience

Criteria	Characteristics
	The Career Exploration experience…
Purpose	Has as its primary purposes motivation for learning and informing students' decisions about further experiences and career and educational options.
Outcomes	Is designed using the Career Exploration student learning outcomes.
Relevance	Is relevant to the student's emerging interests—career and otherwise.
Integration	Is integrated into the student's academic and technical curriculum.
Depth	Provides the opportunity for the student to explore specific careers and areas of interest more deeply than Career Awareness experiences provide.
Preparation	Is prefaced by preparation for the student in class and in previous less-intensive experiences with the academic, technical, and workplace skills needed for a Career Exploration experience; orientation for the student to the learning expectations for the experience and to the individuals and/or organizations with which he/she will be engaged; preparation for the industry/community partners prior to the experience with information about the student, the individual student learning outcomes, and other relevant information.
Interaction	Provides opportunities for the student to play an active role in selecting and shaping the experience by applying knowledge and awareness to interact directly with professionals from industry and the community in what is typically a one-time experience that provides opportunities for individual students or very small groups of students to interact with partners.
Coordination	Is coordinated by the student, teacher, pathway team, industry/community partner, and parent/guardian; each understands his/her respective roles and responsibilities in supporting the experience, ensuring progress toward student learning outcomes, and communicating with each other before, during, and after the experience.
Reflection	Engages the student in reflection and analysis in order to connect the experience back to the Career Exploration learning outcomes; forward to secondary options, postsecondary options, and future work-based learning experiences; and to his/her own interests.
Assessment	Involves the student and teacher(s) in assessing progress toward Career Exploration outcomes.

Definition of Career Preparation

All **Career Preparation** experiences support higher-level college and career readiness student outcomes, include extended interaction with professionals from industry and the community, and are designed to give students supervised practical application of previously studied theory.

While Career Awareness and Exploration have levels of awareness as a primary outcome, Career Preparation marks a shift in the continuum to support a student's levels of performance relative to particular learning outcomes.

A Career Preparation experience has the following characteristics:

- The experience contributes to the student's achievement of Career Preparation outcomes.

- The student has direct, systematic, two-way interaction with professionals from industry and the community over an extended period of time.

- The student engages in activities that have consequences beyond the class or value beyond success in school and are judged by outside professionals from industry and the community using industry standards.

- Learning for the student and benefit to the partner are equally important to all involved.

- The experience is an integrated part of a sequential preparation for college and career and is also explicitly integrated into the student's current academic and technical curriculum.

- The depth and length of the experience is sufficient to enable the student to develop and demonstrate specific knowledge and skills.

- The experience prioritizes the development of transferable, applied workplace skills applicable to multiple career and postsecondary education options, while also reinforcing and providing opportunities to apply the basic and higher-order academic skills and technical skills being learned in the classroom.

Career Preparation experiences are most suitable for high school students, typically in the 10th to 12th grades, after sufficient student preparation in class and through Career Exploration experiences.

Career Preparation experiences might include the following:

- Integrated project with multiple interactions with professionals
- Student-run enterprise with partner involvement
- Virtual enterprise or other extended online interactions with partners
- Project with partners through industry student organizations
- Service learning and social enterprises with partners
- Compensated internship connected to curriculum

Ideally, students have more than one Career Preparation experience in high school. Each Career Preparation experience is designed to support all student outcomes. Career Preparation Includes Internships and Practicum.

Historically, work-based learning was only thought of as an internship experience through a Career Technical Education and/or Regional Occupation Program (in California) and focused on occupational skill building for a select group of students. Linked Learning redefines the work-based learning experiences of Career Preparation as integrated with both career and technical education courses and academic courses. Linked Learning also focuses work-based learning on applied learning of skills that are transferable to a variety of careers and support college readiness for all pathway students.

In the Linked Learning approach, Career Preparation encompasses two types of experiences: internships and practicum. High-quality, student outcomes-driven internships focused on college and career readiness skills more broadly are considered a necessary component for all students. Practicum experiences expand the range of strategies that include extended engagement between a student and industry partners. Practicum includes experiences such as student-led enterprises and integrated projects that involve industry professionals and can be designed to support the same student outcomes and meet the same quality criteria as internships. In some industry sectors, practicum experiences may be more appropriate and effective than workplace experiences. For many students, a combination of internships and practicum experiences will be needed to support progress toward the desired outcomes. Depending on the community, industry sector, and resources, scaling up to provide internships for all students may not be feasible. For all these reasons, Career Preparation is defined here as including both internship and practicum experiences so that pathways have many options for providing all students with access to a sequence of rigorous work-based learning experiences.

Internship	Practicum
An internship allows the student to apply career-readiness and academic skills in a workplace setting over a number of weeks focused on the student outcomes described in this section. The industry and community professional serves as employer, supervisor, and mentor to the student, and the work students do is connected back to both the academic and career technical courses in the pathway. Internships can be paid or offer some form of compensation to students in order to provide an authentic work experience. Internships can occur during 11th or 12th grade or during the summer between the 11th and 12th grades. An internship is often the culmination of high school work-based learning experiences.	In a practicum experience, students interact with industry or community professionals to apply career readiness and academic skills over a number of weeks, and the experience may or may not include time spent at an actual workplace. Industry and community professionals may serve as technical mentors, clients of student services, evaluators of work products, and additional roles. Practicum experiences may occur from 9th through 12th grade, though most often they take place from 10th through 12th grade. Like all Career Preparation experiences, practicum experiences involve industry partners, support the student outcomes, and meet the quality criteria. Practicum experiences can be implemented through a variety of different strategies including: • multi-disciplinary project based learning • student-led school-based enterprises • social enterprises • service learning • virtual enterprises • career related student competitions In a Linked Learning context, practicum experiences are ideally embedded in or at least connected to multi-disciplinary projects as often as possible.

Student Learning Outcomes Supported by Career Preparation: Practicum and Internships

Each Career Preparation experience is designed to support all of these outcomes. If for some reason a single experience cannot include all of these outcomes, additional experiences will be needed. In addition to these outcomes, many Career Preparation experiences may support other outcomes specific to the student's individual learning plan, pathway outcomes, district graduate profile, and/or additional industry-specific technical skills.

Category	Student Learning Outcomes
	As a result of the experience, the student…
Collaboration and Teamwork	Builds effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort; negotiates and manages conflict; learns from and works collaboratively with individuals representing diverse cultures, ethnicities, ages, gender, religions, lifestyles, and viewpoints; and uses technology to support collaboration.
Communication	Comprehends verbal, written, and visual information and instructions; listens effectively; observes non-verbal communication; articulates and presents ideas and information clearly and effectively both verbally and in written form; and uses technology appropriately for communication.
Creativity and Innovation	Demonstrates originality and inventiveness in work; communicates new ideas to others; and integrates knowledge across different disciplines.
Critical Thinking and Problem Solving	Demonstrates the following critical-thinking and problem-solving skills: exercises sound reasoning and analytical thinking; makes judgments and explains perspectives based on evidence and previous findings; uses knowledge, facts, and data to solve problems; and applies system thinking.
Information Management	Is open to learning and demonstrates the following information-gathering skills: seeks out and locates information; understands and organizes information; evaluates information for quality of content, validity, credibility, and relevance; and references sources of information appropriately.
Initiative and Self-Management	Takes initiative and is able to work independently as needed; looks for the means to solve problems; actively seeks out new knowledge and skills; monitors his/her own learning needs; prioritizes tasks; persists in bringing tasks and projects to completion; manages time effectively; learns from his/her mistakes; and seeks information about related career options and postsecondary training.
Quantitative Reasoning	Uses math and quantitative reasoning to describe, analyze, and solve problems; performs basic mathematical computations quickly and accurately; and understands how to use math and/or data to develop possible solutions.
Technology	Selects and uses appropriate technology to accomplish tasks; applies technology skills to problem solving; uses standard technologies easily; and is able to quickly access information from reliable sources online.
Workplace Context and Culture	Understands the workplace's culture, etiquette, and practices; demonstrates professionalism; is punctual; takes responsibility; demonstrates integrity and ethical behavior; and acts responsibly with others in mind; knows how to navigate the organization; understands how to build, utilize, and maintain a professional network of relationships and understands the role such a network plays in personal and professional success; understands health and safety risks in the workplace; and understands the role of employers and employees in communicating about risks, reducing risks, and creating a safe work environment.

Criteria for Designing and Assessing the Quality of a Career Preparation Experience

A high-quality Career Preparation experience, whether a practicum or internship, meets the following criteria.

Criteria	Characteristics
	The Career Preparation experience…
Purpose	Has applied learning as its primary purpose and is an integrated part of a sequential preparation for college and career.
Outcomes	Is designed using Career Preparation student learning outcomes, relevant college and career readiness standards, and context-specific professional and industry standards.
Relevance	Is relevant to the student's career interests, individual learning needs, and the pathway theme; have consequences beyond the class or value beyond success in school.
Integration	Is integrated into the student's academic and technical curriculum.
Variety	Involves a variety of tasks, opportunities to work with multiple adults, and opportunities to work in individual and group settings—without compromising the depth of the experience.
Preparation	Is prefaced by preparation for the student in class and in previous less-intensive experiences with the academic, technical, and applied workplace skills needed for a Career Practicum experience; orientation for the student to the learning expectations for the experience and to the individuals and/or organizations with which he/she will be engaged; preparation for the industry/community partners prior to the experience with information about the student, the individual student learning outcomes, and other relevant information.
Interaction	Provides opportunities for the student to interact directly with professionals from industry and the community in two-way interactions and over an extended period of time.
Coordination	Is coordinated by the student, teacher, pathway team, industry/community partner, and parent/guardian; each understands his/her respective roles and responsibilities in supporting the experience, ensuring progress toward student learning outcomes, and communicating with each other before, during, and after the experience.
Reflection	Engages the student in reflection and analysis throughout the experience and after it concludes in order to link the experience back to the student learning outcomes and forward to career and postsecondary options.
Assessment	Involves the student, pathway team, and industry/community partner in assessing progress toward Career Preparation student learning outcomes and the work produced against college and career readiness standards and context-specific professional standards; asks the student to demonstrate what was learned from the experience by documenting learning during the experience and presenting at the end to teachers and those with whom he/she has worked.

A high-quality internship experience meets these additional criteria.

Compensation	Compensates students for their work in a manner that rewards them for their efforts and holds industry/community partners accountable for developing meaningful, structured learning experiences; complies with the federal Fair Labor Standards Act.

Definition of Career Training

Career Training experiences prepare students for employment in a specific range of occupations. Career Training experiences in high school are most suitable for 11th- and 12th-grade students, and Career Training is a primary strategy in postsecondary education and often connects to work leading to industry certification.

Career Training experiences have the following characteristics:

- Students have direct, systematic, two-way interaction with professionals from industry and the community over a period of time. The benefit to the industry partner takes on a primary role, and the student produces valuable work that furthers the partner's organizational goals.

- Students have the opportunity for in-depth discovery and experience of a particular career and range of occupations.

- The depth and length of the experience is sufficient to enable students to develop mastery of college and career readiness skills and occupation-specific skills.

- Students complete certifications, apprenticeships, or other training required for a particular career or range of occupations.

Career Training experiences might include the following:

- Internship required for credential or entry to occupation
- Apprenticeship
- Clinical experience
- On-the-job training
- Work experience

Student Learning Outcomes Supported by Career Training

Category	Student Learning Outcome
	As a result of the experience, the student…
Collaboration and Teamwork	Builds effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort; negotiates and manages conflict; learns from and works collaboratively with individuals representing diverse cultures, ethnicities, ages, gender, religions, lifestyles, and viewpoints; and uses technology to support collaboration.
Communication	Comprehends verbal, written, and visual information and instructions; listens effectively; observes non-verbal communication; articulates and presents ideas and information clearly and effectively both verbally and in written form; and uses technology appropriately for communication.
Creativity and Innovation	Demonstrates originality and inventiveness in work; communicates new ideas to others; and integrates knowledge across different disciplines.
Critical Thinking and Problem Solving	Demonstrates the following critical-thinking and problem-solving skills: exercises sound reasoning and analytical thinking; makes judgments and explains perspectives based on evidence and previous findings; uses knowledge, facts, and data to solve problems; and applies system thinking.
Information Management	Is open to learning and demonstrates the following information gathering skills: seeks out and locates information; understands and organizes information; evaluates information for quality of content, validity, credibility, and relevance; and references sources of information appropriately.
Initiative and Self-Management	Takes initiative and is able to work independently as needed; looks for the means to solve problems; actively seeks out new knowledge and skills; monitors his/her own learning needs; prioritizes tasks; persists in bringing tasks and projects to completion; manages time effectively; learns from his/her mistakes; and seeks information about related career options and postsecondary training.
Quantitative Reasoning	Uses math and quantitative reasoning to describe, analyze, and solve problems; performs basic mathematical computations quickly and accurately; and understands how to use math and/or data to develop possible solutions.
Technology	Selects and uses appropriate technology to accomplish tasks; applies technology skills to problem solving; uses standard technologies easily; and is able to quickly access information from reliable sources online.
Workplace Context and Culture	Understands the workplace's culture, etiquette, and practices; demonstrates professionalism; is punctual; takes responsibility; demonstrates integrity and ethical behavior; and acts responsibly with others in mind; knows how to navigate the organization; understands how to build, utilize, and maintain a professional network of relationships and understands the role such a network plays in personal and professional success; and understands the role of employers and employees in communicating about risks, reducing risks, and creating a safe work environment.
Occupation Specific Skills and Knowledge	Demonstrates knowledge and skills specific to a range of occupations in a career field; demonstrates knowledge of the postsecondary education and training required for entry and advancement in the occupational range; demonstrates skills and knowledge needed to find and successfully apply for a position in the career field; demonstrates appropriate implementation of the health and safety policies and practices at the worksite; and attains appropriate certifications for the career field.
Compensation	Compensates students for their work in a manner that rewards them for their efforts and holds industry/community partners accountable for developing meaningful, structured learning experiences; complies with the federal Fair Labor Standards Act.

Criteria for Designing and Assessing the Quality of a Career Training Experience

Criteria	Characteristics
	The Career Training experience…
Purpose	Has training for employment in a particular career field or range of occupations and producing valuable work that furthers the industry partner's organizational goals as its primary purposes.
Outcomes	Is designed using the Career Training student learning outcomes and occupation-specific professional and industry standards.
Relevance	Is relevant to the student's postsecondary and career plans and produces valuable work that furthers the industry partner's organizational goals.
Integration	Is integrated into the student's academic and technical curriculum.
Depth	Provides sustained experience within an occupational range that affords opportunities for deeper learning and skill mastery and attainment of certifications or other requirements of the profession.
Preparation	Is prefaced by preparation for the student in class and in previous less-intensive experiences with the academic, technical, and applied workplace skills needed for a Career Training experience; orientation for the student to the learning expectations for the experience and to the individuals and/or organizations with which he/she will be engaged; preparation for the industry/community partners prior to the experience with information about the student, the individual student learning outcomes, and other information relevant to the experience.
Interaction	Provides the opportunity for the student to have two-way interaction directly with the same group of professionals from industry and/or the community over an extended period of time.
Coordination	Is coordinated by the student, teacher, pathway team, industry/community partner, and parent/guardian; each understands his/her respective roles and responsibilities in supporting the experience, ensuring progress toward student learning outcomes and production of the work assigned by the partner; and communicating with each other before, during, and after the experience.
Reflection	Engages the student in reflection and analysis throughout the experience and after it concludes in order to connect the experience back to the Career Training learning outcomes and forward to career and postsecondary options and to applying for jobs.
Assessment	Involves the student, pathway team, and industry/community partner in assessing progress toward the Career Training learning outcomes and the work produced against college and career readiness standards and occupation-specific professional standards; asks the student to demonstrate what was learned from the experience using industry standard tests, certifications, or other assessment tools.
Compensation	Compensates students for their work in a manner that rewards them for their efforts; complies with the federal Fair Labor Standards Act.

Diagram: Work-Based Learning in Linked Learning

Work-Based Learning Continuum

Career Awareness

Learning ABOUT work. Build awareness of the variety of careers available and the role of postsecondary education; broaden student options.

Sample Student Learning Outcome
Student can articulate the type of postsecondary education and training required in the career field and its importance to success in that field.

Experience Defined by:
- One-time interaction with partner(s), often for a group of students
- Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations

Experiences might include:
- Workplace tour
- Guest speaker
- Career fair
- Visit parents at work

Career Exploration

Learning ABOUT work. Explore career options and post-secondary for the purpose of motivating students and to inform their decision making in high school and postsecondary education.

Sample Student Learning Outcome
Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.

Experience Defined by:
- One-time interaction with partner(s) for a single student or small group
- Personalized to connect to emerging student interests.
- Student takes an active role in selecting and shaping the experience
- Depth in particular career fields.
- Builds skills necessary for in-depth work-based learning

Experiences might include:
- Informational interview
- Job shadow
- Virtual exchange with a partner

Career Preparation: Practicum and Internships

Learning THROUGH work. Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.

Sample Student Learning Outcome
Student builds effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort.

An Experience Differentiated by:
- Direct interaction with partners over time
- Application of skills transferable to a variety of careers
- Activities have consequences and value beyond success in the classroom.
- Learning for student and benefit to partner are equally valued

Experiences might include:
- Integrated project with multiple interactions with professionals
- Student-run enterprise with partner involvement
- Virtual enterprise or other extended online interactions with partners
- Projects with partners through industry student organizations
- Service learning and social enterprises with partners
- Compensated internship connected to curriculum

Career Training

Learning FOR work. Train for employment and/or postsecondary education in a specific range of occupations.

Sample Student Learning Outcome
Student demonstrates knowledge and skills specific to employment in a range of occupations in a career field.

An Experience Differentiated by:
- Interaction with partners over extended period of time
- Benefit to the partner is primary and learning for student is secondary
- Develop mastery of occupation specific skills
- Complete certifications or other requirements of a specific range of occupations

Experiences might include:
- Internship required for credential or entry to occupation
- Apprenticeship
- Clinical experience
- On-the-job training
- Work experience

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