**Sample Work-based Learning Calendar**

This calendar assumes that both an advisory board is in place and the school year begins in mid-August and ends in early June. Adaptations will need to be made to fit each school.

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| PHASE 1: Preparing students for work-based learning and gearing up | |
| August | * Work-based learning coordinator provides orientation materials to students, parents and employers (many materials to support orientation are found in the work-based learning TOOLBOX). * Students complete a “Workplace Learning Audit” and “Student Readiness and Profile Information” form. * Matching of students to suitable work-based learning sites/activities. |
| September | * Work-based learning coordinator and student complete “Personalized Learning Plan (PLP), Safety Training Log and Learning Agreement” (known together as the “PLP Packet”). * Host first advisory board meeting – ask for input on a small number of representative PLPs, Safety Logs and Learning Agreements. * Students begins work-based learning activities at employer worksite. * Students provided with safety training. |
| PHASE 2: During work-based learning | |
| October | * Students complete “Worksheet for Identifying Evidence of Skills to be demonstrated in work-based learning” with assistance of work-based learning coordinator in the classroom. * Work-based learning coordinator completes a monitoring visit to the worksites where students are placed. |
| November | * Students, with classroom support, prepare evidence such as work samples/artifacts/reflections/writing samples to show skill development for formative assessment by work-based learning coordinator. * Work-based learning coordinator continues ongoing recruitment of new employer partners. * Work-based learning coordinator completes a “Workplace Learning Audit” and, if a worksite meets minimum requirements, an invitation to the next advisory board meeting is given. * Students are provided ongoing safety training. |
| December | * Second advisory board meeting (possibly held at employer location) - Employers provide updates and information on changes in the field both near- and long-term regarding skills, technology, education needed, competition, etc. * Students complete peer review of evidence/materials to be included in projects and portfolios. * Students complete “Self-Assessment of Skills.” * Employers provide constructive feedback to students on completion of goals outlined in the PLP packet. |
| January | * Students update career and educational development plans. * Students, with classroom support, continue to prepare evidence such as work samples/artifacts/reflections for inclusion in the project or portfolio. * Work-based learning coordinator completes monitoring visits to the worksites where students are placed. * Students are provided ongoing safety training. |
| February | * Work-based learning coordinator attends industry-based meeting (Rotary, Professional Association) to increase understanding of the field and recruit new employer partners and updates “Employer Profiles.” |
| March | * Work-based learning coordinator completes monitoring visits to the worksites where students are placed. * Students are provided ongoing safety training. * Students, with classroom support, continue to prepare artifacts/work products/evidence for inclusion in the portfolios. |
| PHASE 3: Assessing learning and celebration | |
| April | * Third advisory board meeting - Celebrate accomplishments, review data and make plans for improvement. * Students are provided ongoing safety training. * Students complete peer review of evidence/materials to be included in projects and portfolios. |
| May | * Students present projects and portfolios to Work-based learning coordinator and, where feasible, employer using the “Portfolio Rubric.” * Students write thank you notes to employers. * Students request letters of recommendation from employers. * Employers complete the “Students Skills Assessment Rubric” for evaluation of students and “Employer Satisfaction Surveys” to evaluate the work-based learning program. * Students complete “Self-Assessment of Skills.” * Educators complete the “LEA Satisfaction Survey” and “Work-based Learning Program Evaluation Rubric,” and use these to make plans for program improvement. |
| June | * Fourth advisory board meeting - Employers provide input on industry-driven projects, school-based enterprises, technical mentoring, etc. |