**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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.”
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| 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.
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| 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.
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| 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.
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| June  | * Fourth advisory board meeting - Employers provide input on industry-driven projects, school-based enterprises, technical mentoring, etc.
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