



**Clean Technologies & Sustainable Industries
Early College High School
A NYS P-TECH School (Pathways in Technology)
Work Based Learning Guide**

Introduction

This Work Based Learning Guide is designed to help develop and support field experiences that work for both students and employers.

This experience is intended to be a highly structured, time-limited, career preparation activity in which students are placed at a workplace for a defined period of time to participate in and observe work first hand within a given industry. These experiences provide students the opportunity to learn by doing real work and being productively engaged in the workplace. They may provide the opportunity to work in teams, rotate through a number of departments and job functions, or to work on a project of interest to the student (or group of students) and be a productive value for the employer partner.

They are designed to give students hands-on experience in a field of interest, learn and practice occupational skills, and provide the opportunity to learn about their career options.

Work Based Learning Experiences are designed to promote:

- Exploration of and experience in a field of interest
- Exposure to a wide range of careers and jobs within the industry
- Opportunities to develop, practice and demonstrate new skills
- The acquisition of occupational knowledge
- Awareness of the skills and education needed to be successful in the industry

These experiences are intended to enhance workplace knowledge and workplace awareness. They help build the skills required for specific occupations by exposing students to a wide spectrum of activities within the industry and the range of career options available at a workplace. These experiences engage students in their own learning and provide multiple opportunities for reflection on the experience, both verbally and in writing. Quality work based learning experiences are designed to directly support academic learning, and in many cases have a defined productive value for the business host. A work based learning experience is a prime example of the benefits to students, employers, teachers and schools described in section one of this toolkit. While they are part of the continuum of authentic workplace learning experiences provided to every student, not all employer partners need to provide work based learning experience opportunities.

During the work based learning experience, the student will have the opportunity to observe and see demonstrated the following work related attitudes and behaviors:

1. Punctuality/timeliness
2. Expected workplace behaviors
3. Initiative/responsibility
4. Human relation skills
5. Decision making process
6. Willingness to learn
7. Appropriate personal/ business ethics
8. Maturity/professionalism
9. Positive Attitude
10. Proper work/dress appearance
11. Problem solving ability
12. Teamwork/Collaboration
13. Responsibility
14. Integrity and loyalty

Students should collect information regarding the following topics related to their chosen career area:

1. What level of education is needed to gain employment in this occupation?
2. What is the salary range for individuals that work in this occupation?
3. What is the employment demand for individuals entering this career field?
4. What are the state or federal testing and certification requirements needed for this occupation?
5. How did your supervisor get where they are today?
6. What are the possibilities for career advancement in this field?
7. What is the level of employment turnover in this field?
8. What regulations are required related to the health and safety of employees?
9. How are employees evaluated? How often? On what basis? How is the evaluation presented to the employee?
10. What opportunities are there for employees to interact with one another?

In preparation for their final product, students should collect information in regard to the work environment, professionalism, and individual tasks they complete.

Requirements of Student:

- Transportation to location
- Confidentiality Agreement/ Memorandum of Agreement
- Time Sheets
- Daily Reflection Paragraph
- Record of tasks completed
- Final Reflection Paper or Portfolio
- Professionalism
- If Remote, logging in when expected

Supervisor Expectations:

- Share career insights
- Allow experience as appropriate
- Verify & sign time sheet
- Evaluation of student
- Role model for student

Potential Tasks for Student to Complete:

- Current project work
- Research
- Collecting/ analyzing data
- Website development
- Building Broad Awareness of Industry
 - Professional Organizations
 - Job outlook
 - Potential Growth of Industry
 - Skill sets, training, & major requirements

Benefits for Student:

- On-site work experience
- Learn work ethic & responsibility
- Human Relations
- Work-school connection
- Informed career choices
- Realistic understanding of the profession
- Network with professionals

Benefits for Supervisor:

- Assist in the development of future employees
- Help tomorrow's generation of professionals
- Demonstrate community involvement



Clean Technologies & Sustainable Industries ECHS Work Based Learning Plan

Student Information

Student Name: _____ Grade: _____

Student Email Address: _____

Student Address: _____

Student Phone: _____

Pathway Student will explore:

Clean Energy	Computer Science/Cybersecurity	Engineering Sciences
Entrepreneurship	Health Sciences	Mechatronics

Site Information

Business/Organization: _____

Address: _____

Contact: _____ Phone/Email: _____

Remote In Person Hybrid

Project Description or Tasks Assigned:

Please indicate what the student will be involved in during the time at the site:

1. _____

2. _____

Coordinator Signature: _____ Date: _____

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____



Clean Technologies & Sustainable Industries Field Experience- Time Sheet to be Completed by Student and Signed by Supervisor

Student Name: _____ **Company:** _____

Field Experience Dates: _____ **Hours Completed:** _____

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Record Time In					
Record Time Out					
Indicate Time Spent Off Field Experience Site working on Tasks					

If late to your placement, student must contact site supervisor and email Mrs. Snow, asnow@bscsd.org.

By signing below, both parties agree that the student was present for the above hours indicated.

Student Signature: _____ **Date:** _____

Site Supervisor Signature: _____ **Date:** _____



Clean Technologies & Sustainable Industries- Evaluation Form to be Completed by Site Supervisor

Student Name: _____

Business/Organization: _____

Directions: Please rate the student for each of the following categories.

1) Attendance and Punctuality: Satisfactory _____ Unsatisfactory _____

a. The student has maintained a schedule acceptable to the mentor and student:
YES NO

b. The student has arrived on time for each assigned day: YES NO

c. The student calls if he/she is unable to participate on a given day: YES NO

d. Comments:

2) Attitude & Willingness to Learn: Satisfactory _____ Unsatisfactory _____

a. The student's attitude toward his/her participation in the field experience has been acceptable: YES NO

b. The student has demonstrated a constant willingness to learn and actively participates in activities: YES NO

c. The student frequently asks questions and takes a personal interest in activities and the career field itself: YES NO

d. Comments:

3) Appropriate Appearance & Overall Presence:

Satisfactory _____ Unsatisfactory _____

Comments: _____

4) Demonstration of Skills: Satisfactory _____ Unsatisfactory _____

a. Human Relation Skills:

Excellent _____ Good _____ Fair _____

b. Problem Solving Skills/Decision Making Skills:

Excellent _____ Good _____ Fair _____

c. Career Related Skills:

Excellent _____ Good _____ Fair _____

d. Comments:

5) Maturity / Professionalism: Satisfactory _____ Unsatisfactory _____

Comments: _____

6) General Evaluation of Participating Student: Satisfactory _____ Unsatisfactory _____

7) Evaluator's Comments:

Evaluator's Signature: _____ **Date:** _____

Student Expectations for Final Evaluation

Each student is required to submit a portfolio containing information attached to this packet. Students will then be evaluated by program staff on their completed portfolio using the employability rubric and feedback from the site supervisor. After completing the work based learning experience, students are required to submit a portfolio to be evaluated in order to receive the .5 high school work based learning credit. Students should reference the rubric on the final pages of the work based learning packet as they complete the portfolio. **This can be submitted electronically through Google or a hard copy. Here is a recommended checklist to complete the mini portfolio:**

- Page Numbers
- Cover Page
- Table of Contents
- Resume
- Time Sheet
- Reflection for Each Day- Indicate what you did, what you learned, what you want to know more about
- Page for each Project or Shadow Experience including
 - Summary of project
 - Individual tasks completed as part of the larger project
 - Reflection on the project.
 - What did you learn from completing the project?
 - What skills did you use to complete the project?
 - What did you struggle with while completing the project? How did you overcome this?
- Copies of what you worked on, pictures. (If allowed)
- Reflection on the field experience.
 - What did you learn about your pathway?
 - What did you learn about a business environment?
 - What Habits of Mind did you utilize? Explain.
 - What types of communication did you use?
 - What types of technology (software, programs, hardware, etc.) were used or observed throughout your field experience?
 - Is there anything that surprised you?
 - Explain the work environment for your field experience. (Physical environment, communication styles, # of employees, dress, etc.)
 - What skills did you already have that assisted you along the way?
 - What skills did you need to develop in order to complete your field experience tasks?
 - What did you learn about yourself while you completed the project or tasks?

EMPLOYABILITY PROFILE- TO BE COMPLETED BY ECHS PROGRAM ADMINISTRATION

Student Name:		Identification Number:		School Name:	
Type of Work-based Learning Experience(s):		Worksite Name/Location(s):		Description of Experience(s)	

EVALUATION GRADING SCALE: General Key

Unsatisfactory (1)		Needs Improvement (2)		Meets Expectations (3)				Exceeds Expectations (4)	
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.		Inconsistently demonstrates the skills needed for the position. Further development is needed.		Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.				Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.	
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS			1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS	
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.								
PUNCTUALITY	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.								

PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
WORKPLACE APPEARANCE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					
TAKES INITIATIVE	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.					
QUALITY OF WORK	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.					
KNOWLEDGE OF WORKPLACE	Demonstrates understanding of workplace policy and ethics.					
RESPONSE TO SUPERVISION	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.					
COMMUNICATION SKILLS	Gives full attention to what other people are saying, asks questions as appropriate and understands what was heard. Communicates concerns clearly and asks for assistance when needed.					

PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
SOLVES PROBLEMS and MAKES DECISIONS	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.					
COOPERATES WITH OTHERS	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team.					
RESOLVES CONFLICT	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.					
OBSERVES CRITICALLY	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.					
TAKES RESPONSIBILITY FOR LEARNING	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving these goals.					
READS WITH UNDERSTANDING	Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage information they contain.					

PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
SOLVES PROBLEMS USING MATH	Works with mathematical information (numbers, symbols, etc.), procedures, and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a prediction or carry out a task that has mathematical dimensions.					
HEALTH AND SAFETY	Complies with health and safety rules for specific workplace.					
TECHNOLOGY	Uses job-related tools, technologies and materials appropriately.					
ADDITIONAL INFORMATION						
Based on your knowledge of this student, how would you rate his/her overall work performance?						
OTHER WORK-RELATED (JOB SPECIFIC/TECHNICAL SKILLS); STRENGTHS and/or ACADEMIC ACHIEVEMENTS						
<div>Signature of reviewer:</div> <div>Print name:</div> <div>Title:</div> <div>Review date:</div>						