



## ***High-Quality Work-Based Learning (WBL) Characteristics***

### **Level 1 WBL Experiences**

	Who	What	When	Where	Why	How
Guest Speaker	Industry partner who is specifically tied to the content area and has been prepped with class info, project info, and purpose of their visit. This opportunity should provide insight to students about the career or topic being studied.	Speaks on topic that is directly connected to project/program, should be informative and beneficial to students. Should have ties to learning outcomes.	Should be strategically placed in the timeline of the project to reinforce learning taking place in the classroom. *Students should be prepared beforehand to gather questions they might have.	In class or at place of business	To excite students, as well as giving them valuable information about the industry sector or project they are studying.	An interactive experiencing engaging students during the presentation. *visual aids, question & answers, or activities
Industry Informational Interview	1:1 interview or class with a panel of experts. Students asking the questions. Preferably a 1:1 to 4:1 ratio.	Tied into project curriculum or outcomes at that time	Project Kick Off/ then throughout the project- multiple experiences	In class or business/industry partner location	Provide balanced research- primary source. Connection to real world aspect of the project. Make additional connections to other resources.	Reflection for students to turn in, including what industry liked, what went well, etc. (for both students & industry)- follow-up with industry or tie in w/work site tour. Thank you to industry from teacher and class. Welcome email preparing Industry Partner

\*Students and industry partners MUST be prepped prior to each WBL experience



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### **Level 2 WBL Experiences**

	Who	What	When	Where	Why	How
Mock Interview	Industry partners with interview experience and preferable work in a related field	Questions related to industry/project. Exposure to real world interview process (soft skills, process, dress) 1 student at a time. Has value or meaning to results. Provides feedback to student after interview	Spring semester (all grade levels) or Fall for juniors/seniors if preparation done. Student reflection done afterwards	In classroom or industry partner location. Realistic interview atmosphere/set-up.	To give students opportunity to gain real world interview experience and feedback	Connections via advisory/Business Engagement/WBL Coordinator/ Site coordinator as well as teacher connections
Industry Tour	Tour of business that conducts business in field related to the pathway. Tour should include presentation to acclimate students to business.	Tour business to view day to day operations of specific industry.	Tour should occur timely in project or course of study. Preferably at launch or during. Only after students are prepped. Allow student reflection afterward.	Business or industry partner locations.	Allows student real time observation of industry. Excites students, and supports learning of PBL and pathway program of study.	Connections via Advisory/Business Engagement/WBL Coordinator/ Site coordinator/Referral
Project Coaching/Feedback	Midway of project- industry professional, instructional coaches, or administrators Final- industry professionals (all positions related to project content) or mix that consist of persons that students don't see daily. Ratio should be at least composed of 60% industry.	Midway of project- This opportunity allows students to confirm they are on the right path with their projects and receive feedback Final- this opportunity is to verify learning outcomes and receive feedback	Midway of project- Should take place ½ way (2-3 weeks prior to due date) through the project so students can utilize feedback. Final- on a pre-set date that is well communicated with industry partners. Avoid- changing dates once set with industry partners.	Classroom or business/industry partner location.	Midway of project- To help guide and prepare students Final- to check for knowledge and understanding	Midway of project- One on one or small groups (allows for both mentor and peer feedback) Final- Panel Presentation

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### **Level 3 WBL Experiences**

	Who	What	When	Where	Why	How
Mentoring	Relevant, respected and experienced industry partner. Student centered disposition. May be a retiree if current on project, topics and skills/concepts. Could be anywhere from 1:1 to 1:5 ratio.	Help students develop awareness and exploration as it relates to the area of study and their project. Students receive guidance on project or other aspects of industry from industry partner.	Timely when students are developing the project. Allows student to use feedback before project finalized. Not one and done- multiple sessions. Can be a monthly meeting or ongoing throughout the duration of project or course.	Face to face or video chat during time that is relevant to progress of project or unit of study.	Support students to develop the depth of understanding they can apply to their project- gives students confidence and provides feedback and insight on project and ideas.	Connections via Advisory/Business Engagement/WBL Coordinator/ Site Coordinator as well as teacher connections.
Job Shadow	Business or industry partner who conducts business in a field related to the course of study within the pathway	A full day or multiple days spent at the industry specific business location. Student should observe and experience daily job functions.	Occurs ideally at beginning or middle of the project being conducted within the pathway. Can be at end if very purposeful.	Business or industry partner locations. (Not at private residence)	Knowledge of daily functions and real world application of work, aids in authenticity of the pathway and project. Allows student observance of professional real world.	Connections via Advisory/Business Engagement/WBL Coordinator/ Site coordinator/Make a cold call
Internships	Industry partners that work in a field directly related to pathway/course or are relevant to project idea/theme.	Students are doing work and performing duties that make connections to classroom learning.	Anytime throughout the duration of the project or area of study	At business or industry partner locations	Students get hands-on experiences and learn basic job duties. Learn how to work in an environment that is related to pathway and apply learning to project.	Connections via advisory/Business Engagement/WBL Coordinator/ Site coordinator as well as teacher connections

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