



Work-Based Learning (WBL) Training Agreement and Evaluation Plan - FAQs for Students and Parents

1. What is the Training Agreement and Evaluation Plan?

The Training Agreement is a document that defines the nature of your work-based learning placement. The Evaluation Plan details the attributes and skills to be developed through this experience and your ability to display them. The Evaluation Plan should be discussed approximately midway through the experience for Review 1 and then again at the end of the experience for Review 2. After each review, the student, the worksite supervisor and school staff should sign to acknowledge that the Evaluation Plan had been reviewed.

2. What data about the student is being shared with the Worksite?

The student's Name, the School/Career Center the student is enrolled, the Career Cluster of the WBL, the student's Career Pathway/Program of Study, whether or not the WBL placement is aligned to student's Individual Graduation Plan (IGP), whether or not the WBL placement is tied to a credit-bearing course, and whether or not School Insurance coverage is provided.

3. What components are provided in the Training Agreement and Evaluation Plan?

The Training Agreement will have the Job Description that includes the tasks, responsibilities, projects, etc. that are established by the Worksite Supervisor. Additionally a list of objective and/or skills to be mastered based on industry-defined competencies will be provided.

4. Will I be paid for the WBL experience?

Some WBL experiences may be paid an hourly wage or a stipend; however, payment is determined by the worksite.

5. May I use my current job for a WBL experience?

If your current job is aligned with your Career Pathway/Program of Study as identified in your Individual Graduation Plan (IGP), a Training Agreement is submitted **and** an Evaluation Plan is completed, your current job may be able to serve as a WBL experience.

6. How will my performance be evaluated?

Your performance of the Employability Attributes and Workplace and Career-Specific Skills will be evaluated on a scale from 1 to 5: 1 = Performance Improvement Needed: Needs to have a strategy to improve this skill; 2 = Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps; 3 = Competent: Demonstrates this skill; aware of the importance of this skill; 4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill; and 5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

7. What attributes and skills of my performance will be evaluated?

1 Employability Attributes

The employability attributes provided below as Profile Elements are essential in every work environment throughout one’s career. Discuss and review with the student as each should be viewed as the foundation upon which specific workplace and career ready skills are aligned with the Profile of the SC Graduate.

Each will be the basic expectation for the work-based learning experience and will serve as the criteria of measure for the mid and final employer evaluation tool.

* Two evaluation reviews are recommended to capture growth -- **Be objective!***

PROFILE ELEMENT	PERFORMANCE EXPECTATIONS
Attendance, Appearance, and Punctuality	<ul style="list-style-type: none"> Arrives on time and prepared for work; Provides sufficient notice if unable to report for work; Clean, neat appearance; Dresses appropriately for position and duties; Wears ID Badge in accordance with policy; Practices personal hygiene for position and duties
Initiative, Motivation, Self-Direction	<ul style="list-style-type: none"> Participates fully in tasks or projects from start to finish; Initiates interaction with supervisor for next task or project upon successful completion of previous one; Able to work with little supervision; dependable; Use good judgement
Communication	<ul style="list-style-type: none"> Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors, and customers; Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions
Teamwork and Collaboration	<ul style="list-style-type: none"> Works productively with co-workers, individually and in teams; support organization’s mission and goals; Accepts direction and constructive feedback with positive attitude; Cooperative
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> Notices and identifies challenges and problems that arise in the workplace; Brings concerns to attention of supervisors when appropriate; Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the organization
Workplace Policy, Integrity, Culture and Safety	<ul style="list-style-type: none"> Exhibits understanding of workplace culture and policy; Follows professional standards for use of computers, phones and social media; Respects confidentiality; Complies with health and safety rules for the workplace; Adheres to cell phone usage policy
Knowing How to Learn	<ul style="list-style-type: none"> Eager and willing to learn; Listens and observes to learn; Asks questions; Initiates to seek answers; Inquisitive; Manages time effectively
Information/Media & Technology	<ul style="list-style-type: none"> Knows how to locate necessary information to perform tasks; Uses digital media literacy to identify, access and analyze; Displays global knowledge with use of technology
Global Perspective	<ul style="list-style-type: none"> Identifies and respects cultural diversity; Understands social/economic relationship impact on the job; Seeks to work towards conflict resolution; Thinks globally and understands link to people worldwide
Creativity/Innovation	<ul style="list-style-type: none"> Introduces new ideas or methods for task or work process; Imaginative: Thinks outside the box; Shares ideas and insights; Encourages engagement

2 Workplace & Career-Specific Skills

List *three to five skills* that will be a focus for this work-based learning experience. Choose from the following examples or identify other skills relevant to the specific worksite environment and/or career goals.

Career/Engagement Skills

- Adaptability
- Collecting and Organizing
- Information
- Creativity
- Professionalism
- Leadership
- Project Management
- Public Speaking/Presentations
- Understanding Aspects

Digital Literacy Skills

- Computer Technology
- Database Usage
- Graphic Design
- Media Literacy
- Office Suite Software
- Coding
- Software Development
- Spreadsheet Usage
- Web Development
- or Industry Specific Technology

Applied Academic Skills

- Applied Mathematics
- Reading
- Research and Analysis
- Writing
- Multiple Languages

STEM-Related Skills

- Analyze
- Engineering Concepts
- Technology Driven
- Science Concepts
- Cause/Effect relations
- Predict/Conclude
- Repair equipment
- Uses software effectively
- Mathematics concepts