

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Guided Workplace-Learning
Program Type: Job Preparatory
Occupational Area: Diversified Education
Components: N/A

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers:	8300430	D886300
CIP Number:	1098.8630CP	1098.8630CP
Grade Level:	9-12, 30, 31	30, 31
Length:	Multiple	Multiple
Certification:	Any Voc Field or Coverage	Any Voc Field or Coverage
Facility Code:	Any Appropriate Vocational Facility	Any Appropriate Vocational Facility
CTSO:	ANY	ANY
Co-op Method:	NO	NO
Apprenticeship:	NO	NO
Basic Skills:	The basic skills requirements for Guided Workplace-Learning are equivalent to those appropriate for the Vocational Program in which the student is enrolled or has completed.	

- I. **PURPOSE:** The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

To enroll in the internship, a student must be currently enrolled in a career and technical course/program (including Technology Education). Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned.

- II. **PROGRAM STRUCTURE:** The internship must include the following components:

PREPLACEMENT PLANNING CONFERENCE: The student, teacher, and the workplace-learning site supervisor must participate in a preplacement conference. It is also recommended that the parent/guardian of the student be included in the preplacement planning conference. Preplacement planning is essential in designing learning experiences that are appropriate for each individual's learning needs and career interests. Also, it is critical that all parties involved understand and agree on time schedules, expectations, training/learning activities, and evaluation methods. The internship agreement should be signed by the student, teacher/coordinator, parent/guardian, and the workplace-learning site supervisor.

WORKPLACE-LEARNING SITE: The following criteria should be met when choosing the workplace-learning site:

1. The workplace experience must allow experiences that utilize both skills and knowledge directly related to the student's

- career goal and the vocational course/program in which the student is enrolled or has completed.
2. The workplace experience must provide opportunities for rotation through a wide variety of increasingly responsible experiences beyond routine activities.
 3. The workplace experience must provide skilled workplace-learning site supervisors and/or mentors who are interested and willing to assist the student.
 4. The workplace experience must provide a safe and ethically sound environment with up-to-date facilities and equipment. The workplace experience must adhere to all state and federal laws and rules regarding the employment of minors. The workplace experience must not displace a paid employee.
 5. The student does not have to be paid.
 6. Timecards documenting the time spent at the workplace-learning site must be maintained.

JOB EXPERIENCE: This component shall provide a match between the student's career goal and a work-based situation that will provide exposure to the broad aspects of the selected industry. The assigned tasks should allow for a progression of and rotation through experiences requiring a variety of skills and knowledge at increasingly higher levels as relates to the student's career major.

WORKPLACE-LEARNING PLAN: A workplace-learning plan must be developed and implemented for each student. The student performance standards of the workplace-learning plan should include an outline of learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. The workplace-learning plan must be signed by the student, teacher/coordinator, parent/guardian, and the workplace-learning site supervisor.

WEEKLY CLASS OR SEMINAR: Students in the Guided Workplace-Learning internship must meet a minimum of once per week for the purpose of related instruction and developmental activities. These seminars should provide a forum for students to share and learn from each other's experiences through discussion and group activities/projects. Faculty should also use this time to reinforce the application of subject matter in the workplace-learning setting. Students should be encouraged to reflect upon and personalize their experiences through individual journals and also through interaction with the teacher-coordinator and the workplace-learning site supervisor.

SUPERVISION/SITE VISITS: Teacher/coordinators of the Guided Workplace-Learning internship must monitor and support learning while students are in the field. Teacher/coordinators should visit the workplace-learning site as frequently as once every two weeks, but not less than once per month so that students may be observed performing all facets of their workplace-learning experiences. Students must also be evaluated a minimum of once per grading period the workplace-learning site supervisor. The evaluation should assess how well the student is progressing towards goals established by the student, teacher/coordinator, and workplace-learning site supervisor. Portfolio assessment is a recommended method of student assessment.

For every 20 students (or portion thereof) enrolled in Guided Workplace-Learning, the teacher/coordinator should be given one hour of coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

- III. **SPECIAL NOTE:** Any Career and Technology Student Organization is appropriate for providing leadership training and for reinforcing specific career and technical skills. Career and technology student organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

When a secondary student with a disability is enrolled in a career and technical class with modifications to the curriculum framework, the particular outcomes and student performance standards the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

- IV. **INTENDED OUTCOMES:** After successfully completing this course the student will be able to perform the following:

- 01.0 Demonstrate positive work habits and attitudes at the workplace-learning site.
- 02.0 Apply knowledge and skills learned in the classroom to actual work situations.
- 03.0 Participate effectively in interpersonal experiences with staff, supervisors, and customers.
- 04.0 Demonstrate application of knowledge regarding future career goals including required education, training, and experience.
- 05.0 Participate in activities that provide experiences in all aspects of the industry including, but not limited to, information technology.

