

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Work-Based Experience
Program Type: Practical Arts
Occupational Area: Technology Education
Program Numbers: 8601800
CIP Number: 08210199CP
Grade Level: Secondary 9-12, & 30, 31
Standard Length: Maximum 3 Credits
Facility Design Code: Appropriate Experience Location, Related 808, 840
CTSO: Florida Technology Student Association (FL-TSA)
Certification:

INDUS ARTS @4 @6,	I ART-TEC 1 @2,
GEN SHOP @4,	GASENG RPR @7 G,
TRANSPORT @4,	DIESEL MECH @7 G,
AIR MECH @7 G,	TEC MECH @7 G,
METALS @4,	ELECTRICAL @4 @7 G,
ELECTRONIC @7 G,	GRAPH ARTS @4,
DRAFTING @7 G,	PRINTING @7 G,
TEC CONSTR @7 G,	WOODWORK @4,
BLDG CONST @7 G,	CARPENTRY @7 G,
AUTO MECH @7 G,	AUTO IND @7 G.

- I. **PURPOSE:** The purpose of this course is to provide Technology Education students with the opportunity, as Student Learners, to gain real world practical, first-hand exposure in broad occupational clusters or industry sectors through a structured, compensated or uncompensated, Work-Based experience. The Technology Education/Work-Based Experience is designed to give the Student Learners an opportunity to apply and integrate the knowledge, skills, and abilities acquired during their School-Based Experience to actual work situations. This course is not intended to be used as a job preparatory, specific skill development activity such as found in youth apprenticeship programs.

To enroll in the Technology Education Work-Based Experience, a student must have:

1. Completed one credit of a Technology Education program consisting of 3 credits or more.
2. Be currently enrolled in or have completed a Technology Education program.
3. Assigned a Work-Based Experience logically related to the Technology Education program.

This Work-Based Experience course may be taken by a student for one or more semesters. A student may earn multiple credits in this course.

- II. **PROGRAM STRUCTURE:** The Technology Education Work-Based Experience must include the following components:

PREPLACEMENT PLANNING CONFERENCES: The student, teacher, and the work-based experience site supervisor must participate in a preplacement conference. It is also recommended that the parents/guardian of the student be included in the preplacement

planning conference. Preplacement planning is essential to designing learning experiences that are appropriate for each individual's learning needs and career interests. It is critical that all parties involved understand and agree on time schedules, expectations, training/learning activities and evaluation methods. The Student Learner learning agreement should be signed by the student, teacher-coordinator, parent/guardian, and the work-based learning site supervisor.

SITE CRITERIA: The following criteria shall be met when choosing the Work-Based Experience site:

1. The work-based learning must allow experiences that utilize both skills and knowledge directly related to the student's career interests and the Technology Education program in which the student is enrolled or has completed.
2. The work-based experience must provide opportunities for rotation through a wide variety of increasingly responsible experiences beyond routine activities.
3. The work-based experience sponsors must provide skilled work-based experience site supervisors and/or mentors who are interested and willing to assist the student.
4. The work-based experience sponsors must provide a safe and ethically sound environment with up-to-date facilities and equipment. The work-based learning experience must adhere to all state and federal laws and rules regarding the employment of minors. The work-based experience must not displace a paid employee.
5. Timecards documenting the time spent at the work-based experience site must be maintained.
6. When offered for multiple credits, the student should have varied learning experiences in order to provide maximum work-based exposure.

WORK EXPERIENCE: This component shall provide a match between the student's career interests and a work-based situation that will provide exposure to the broad aspects of the selected industry. The assigned tasks should allow a progression and rotation through experiences requiring a variety of knowledge, skills and abilities at increasingly higher levels related to the student's Technology Education studies and career interests.

EXPERIENCE PLAN: A work-based experience plan must be developed and implemented for each student based on the curriculum frameworks of the Technology Education program. The work-based experience plan must outline learning objectives, methods of learning, activities/ responsibilities, time required, student performance standards, provision for supervision, and method(s) of student evaluation. The work-based learning experience plan must be signed by the student, teacher, parent and the work-based experience site supervisor.

SUPERVISION/SITE VISITS: Teacher-coordinators of the Technology Education/Work-Based Experience must monitor and support learning while students are at a work-based site. Teacher-coordinators must visit the work-based experience site as frequently as once every

two weeks, but not less than once per month so that students may be observed in all facets of their work-based learning experiences. Students must also be evaluated a minimum of once per grading period by the teacher-coordinator with input from the work-based experience site supervisor. The evaluation should assess how well the student is progressing toward goals established by the student teacher-coordinator, and work-based experience site supervisor. Portfolio assessment, orchestrated by the teacher-coordinator, is a recommended method of student assessment. It is recommended that for every 20 students (or portion thereof) enrolled in Technology Education/Work-Based Experience, the teacher-coordinator should be given one hour of coordination release time per day in order to visit students at the work-based learning sites.

HAZARDOUS OCCUPATIONS PLACEMENTS: In order for a student learner to obtain a waiver for a specific allowable hazardous occupation the following Florida (Section 450.161, Florida Statutes) Child Labor Law must be followed.

1. The student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.
2. Such student learner is employed under a written agreement which provides:
 - (a) That the work of the student learner in the occupation declared particularly hazardous shall be incidental to the training.
 - (b) That such work shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
 - (c) That safety instructions shall be given by the school and correlated by the employer with on-the-job training.
 - (d) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

- III. **SPECIAL NOTE:** The Florida Technology Student Association (FL-TSA) is the appropriate Career and Technical Student Organization for providing leadership training experiences and reinforcing specific vocational skills. Career and Technical Student Organizations, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC. FL-TSA information can be obtained on the web at <<http://www.florida-tsa.net>>.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards which 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 post school 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. Complete a skills inventory.
02. Demonstrate acceptable work values.
03. Gain practical exposure in broad occupational clusters.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Work-Based Experience
Secondary Number: 8601800
Postsecondary Number:

- 01.0 COMPLETE A SKILLS INVENTORY--The student will be able to:
- 01.01 Practice safety procedures at the work-based site as learned in the classroom setting.
 - 01.02 Demonstrate an understanding of employer safety and general policies and procedures.
 - 01.03 Maintain a daily log of activities documenting job tasks at the work-based site.
- 02.0 DEMONSTRATE ACCEPTABLE WORK VALUES--The student will be able to:
- 02.01 Maintain a positive work relationship with peers and mentors.
 - 02.02 Report on time and consistently each assigned day.
 - 02.03 Notify instructor and mentor if unable to report to work-based site.
 - 02.04 Demonstrate adaptive self-management skills.
- 03.0 GAIN PRACTICAL EXPOSURE IN BROAD OCCUPATIONAL CLUSTERS--The student will be able to:
- 03.01 Rotate through a wide variety of increasingly responsible experiences.
 - 03.02 Participate as a team member with a skilled mentor.
 - 03.03 Demonstrate an understanding and appreciation of related occupational groups.
 - 03.04 Apply basic skills in communications, mathematics, and science appropriate to technological content and learning activities.